

**THE LIBRARY QUARTERLY**

THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO, ILLINOIS

---

THE CAMBRIDGE UNIVERSITY PRESS  
LONDON

THE MARUZEN COMPANY, LIMITED  
TOKYO

THE COMMERCIAL PRESS, LIMITED  
SHANGHAI



# THE LIBRARY QUARTERLY

## BOARD OF EDITORS

### *Managing Editor*

WILLIAM M. RANDALL

### *Associate Editors*

PIERCE BUTLER

CARLETON B. JOECKEL

LEON CARNOVSKY

DOUGLAS WAPLES

LOUIS R. WILSON

### *Advisory Editors*

WM. W. BISHOP, Ann Arbor

ISAK COLLIJN, Stockholm

DONALD CONEY, Austin

ARUNDELL J. K. ESDAILE, London

IGINO GIORDANI, Rome

J. C. M. HANSON, Sister Bay

HARRIET E. HOWE, Denver

HUGO KRÜSS, Berlin

HENRI LEMAÎTRE, Paris

CARL H. MILAM, Chicago

SYDNEY B. MITCHELL, Berkeley

HELEN G. STEWART, New Westminster, B.C.

ADAM STROHM, Detroit

HENRY B. VAN HOESSEN, Providence

JOSEPH L. WHEELER, Baltimore

CHARLES C. WILLIAMSON, New York City

P. L. WINDSOR, Urbana

JAMES I. WYER, Albany

## VOLUME VII

1937



THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO, ILLINOIS

PUBLISHED JANUARY, APRIL, JULY, OCTOBER, 1937

---

COMPOSED AND PRINTED BY THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO, ILLINOIS, U.S.A.

## CONTENTS OF VOLUME VII

### NUMBER 1, JANUARY, 1937

THE VATICAN LIBRARY DURING RECENT YEARS	-	<i>Igino Giordani</i>	1
FAITS ET PROBLÈMES D'ACTUALITÉ	- - - - -	<i>Marcel Godet</i>	26
UNION CATALOGS	- - - - -	<i>William Warner Bishop</i>	36
JOHN COTTON DANA	- - - - -	<i>Hazel A. Johnson</i>	50
THE ARTIST-TEACHER IN THE FIELD OF BIBLIOGRAPHY		<i>Margaret Hutchins</i>	99
PERIODICALS FOR THE SMALL BIO-MEDICAL AND CLINICAL LIBRARY		<i>Judith Wallen Hunt</i>	121
THE CONTRIBUTORS TO THIS ISSUE	- - - - -		141
THE COVER DESIGN	- - - - -	<i>Edwin Elliott Willoughby</i>	144
REVIEWS	- - - - -		146
BOOK NOTES	- - - - -		165

### NUMBER 2, APRIL, 1937

EDUCATION FOR LIBRARIANSHIP, 1887-1937	- - - - -		167
THE DEVELOPMENT OF PROFESSIONAL TRAINING FOR LIBRARIANSHIP IN EUROPE	- - - - -	<i>John D. Cowley</i>	169
AMERICAN INFLUENCE ON EUROPEAN LIBRARIANSHIP	-	<i>Arne Kildal</i>	196
THE AMERICAN LIBRARY SCHOOL TODAY	- - -	<i>Louis R. Wilson</i>	211
WHY GRADUATE STUDY IN LIBRARIANSHIP?	- -	<i>Leon Carnovsky</i>	246
THE CONTRIBUTORS TO THIS ISSUE	- - - - -		262
THE COVER DESIGN	- - - - -	<i>Edwin Elliott Willoughby</i>	263
REVIEWS	- - - - -		265
BOOK NOTES	- - - - -		293
BOOKS RECEIVED	- - - - -		296

### NUMBER 3, JULY, 1937

TOMORROW	- - - - -	<i>Harry Miller Lydenberg</i>	301
LIBRARIANS AS ENEMIES OF BOOKS	- - -	<i>Randolph G. Adams</i>	317
SOCIOLOGICAL FACTORS IN THE LEISURE-TIME READING OF HIGH-SCHOOL STUDENTS	- - - - -	<i>Harold H. Punke</i>	332
THE LIBRARY OF GIBBON THE HISTORIAN	-	<i>James Westfall Thompson</i>	343

EVALUATION OF PERIODICALS FOR ELECTRICAL ENGINEERS	
	<i>Charles F. Dalziel</i> 354
A NONEXPANSIVE CLASSIFICATION SYSTEM: AN INTRODUCTION TO PERIOD CLASSIFICATION - - -	<i>John J. Lund and Mortimer Taube</i> 373
THE CLASSIFICATION OF THE FOLGER SHAKESPEARE LIBRARY	
	<i>Edwin Elliott Willoughby</i> 395
A STUDY OF CHINESE COLLEGE LIBRARY PERSONNEL	<i>Vi-Lien Wong</i> 401
THE CONTRIBUTORS TO THIS ISSUE - - - - -	433
THE COVER DESIGN - - - - -	<i>Edwin Elliott Willoughby</i> 436
THE EARLIEST RECORDED LIBRARY REGULATION	<i>William A. Oldfather</i> 437
REVIEWS - - - - -	438
BOOK NOTES - - - - -	459
BOOKS RECEIVED - - - - -	461

## NUMBER 4, OCTOBER, 1937

CENTRALIZED PURCHASING FOR AMERICAN COLLEGE LIBRARIES	
	<i>William Warner Bishop</i> 465
AN EXPERIMENT IN ADVISORY SERVICE AND GRADED READING IN THE C.C.C. CAMPS - - - - -	<i>Margaret Egan</i> 471
CO-ORDINATED transliteration in LIBRARIES	<i>Francis E. Sommer</i> 492
AN EARLY AMERICAN ESSAY ON CLASSIFICATION BY FREDERIC VINTON	
	<i>James Thayer Gerould</i> 502
COST ACCOUNTING FOR LIBRARIES: ACQUISITION AND CATALOGING	
	<i>Robert A. Miller</i> 511
THE EFFECTIVENESS OF THE PUBLIC-SCHOOL-HOUSED LIBRARY BRANCH	
	<i>James E. Wert</i> 537
THE AMERICAN PUBLIC LIBRARY AS A SOCIAL INSTITUTION	
	<i>Lowell Martin</i> 546
BIBLIOGRAPHY IN ITS PRENATAL EXISTENCE - - -	<i>Lester Condit</i> 564
THE CONTRIBUTORS TO THIS ISSUE - - - - -	577
THE COVER DESIGN - - - - -	<i>Edwin Elliott Willoughby</i> 580
REVIEWS - - - - -	582
BOOK NOTES - - - - -	606
BOOKS RECEIVED - - - - -	608
INDEX TO VOLUME VII - - - - -	611

# THE LIBRARY QUARTERLY

*Volume VII*

JANUARY 1937

*Number 1*

## THE VATICAN LIBRARY DURING RECENT YEARS

IGINO GIORDANI

### THE CAETANI ARCHIVES

ON OCTOBER 23, 1934, the Duke Gelasio Caetani, former Italian ambassador to the United States, died prematurely. With his death the precious archives of the Caetani family came to the Vatican Library as a permanent deposit. This was according to the wishes of the deceased Duke, with the consent of his brother Roffredo and his nephew.

The Caetani family, which takes its origin and its name from Gaeta, has given to the Church two popes, Gelasio II and Boniface VIII (Popes Gregory IX and Paul III were sons of two women of the same lineage), thirteen cardinals, and numerous bishops, and has made itself illustrious throughout ten centuries with men of arms and of letters. With such a genealogy as this, the value of its archives is easily understood. They are, in fact, one of the richest among the private collections of the Roman patriciate. In them are collected 3,475 parchments, 198,317 documents, and 1,196 manuscript volumes. During the past century certain studies have permitted a survey of its contents, and Gregorovius has said that "when the Caetani archives are published, it will be necessary to re-write part of the history of Latium and of the Kingdom of Naples." The rearrangement

of the archives has been commenced, and certain documents have been singled out which illustrate the history of the family. In 1870 the archivist G. B. Carinci published the *Lettere di Onorato Caetani*, the leader of the pontifical infantry at the battle of Lepanto.

Duke Gelasio gave new impulse to the rearrangement of the papers and in 1919 began the publication of the *Documenti dell' Archivio Caetani*, with the aim of assembling material for the history of the family. These publications include: (1) a large historical work on the family entitled *Domus Caetana*, two volumes of which have been issued in three parts covering the events up to the sixteenth century (the Duke has illustrated the documents with his own engravings); (2) the collection of six large volumes, *Regesta chartarum*, in which are reproduced the most important manuscripts of 954-1522; (3) the correspondence of Onorato Caetani with Giovanni d'Angiò during the invasion of the Kingdom of Naples under the title *Epistolarium Honorati Caetani*; and (4) the genealogical and chronological table of the Caetani family under the title *Caetanorum genealogia*.

In addition he published an edition of the celebrated Dante codex (*Codice Caetani della Divina commedia*), and at the time of his death he was preparing to publish a collection of the most interesting medieval documents under the title *Varia* (which has been published this year), and the third volume of the *Domus Caetana*,<sup>1</sup> covering the seventeenth to the nineteenth centuries.

The publication of the documents will be continued by the Vatican Library, since with the archives has come their careful archivist, Dr. Cesare Ramadori. With this transfer many documents already in the Vatican relative to the history of the Caetani house and to the events in which members of the family have participated find completion. In fact, Duke Gelasio had this in mind in desiring the union of his papers with those of the Vatican.

It should be noted that the Caetani archives are not the first

<sup>1</sup> The outline of this edition was given by Dr. Cesare Ramadori, archivist of the Caetani family, in the *Osservatore Romano*, February 14, 15, 1935.

collection of this sort, concerning the Roman patriciate families, to come to the Vatican. The value of these archives becomes apparent when one considers that in them are collected a large portion of the papers having to do with the activities of the cardinals, bishops, nuncios, and other ecclesiastical dignitaries; papers dealing with the history of the Church which emanated from ecclesiastical authorities in the exercise of their functions, some of which came naturally to complete the documents already in the Vatican Archives and Library; and heavy bundles from the office of the Santa Sede.

In 1899 Leo XIII bought the archives and the library of the Borghese, committing the former to the Vatican Archives and the latter to the Vatican Library. Another part of these archives came three years later from the family. In 1902 the Barberini library (1597-1679), with all its bookcases, was transferred to the Vatican Library. This library contains 31,671 printed books and 10,652 manuscripts in addition to a collection of archives recently enriched by the gift of the Sciarra papers.

In 1921 the precious Rossi library came into the Vatican. In 1923 the Italian government gave the Chigi library to the Pope: 300 incunabula, 30,000 printed books, and 3,000 manuscripts, including a collection of archives (the private archives have remained with the family).

In 1926 the widow Marchesa Ferrajoli gave the library of her family: 1,200 manuscripts and 40,000 printed volumes, among which are many works of French, Spanish, and English literature.

In 1930 the archives of the Prince Ruspoli were deposited in the Vatican Archives. In March, 1931, the Pontificate received a generous gift from an American Catholic, Mr. Louis Mendelssohn, who acquired for the Pope the famous portrait of Clement IX by Maratta, sacred relics of that Pope, and the archives of the Rospigliosi house (partially destroyed by fire), with a great part of the library.

To complete the list of important recent accessions we will record that in March, 1931, the Croci family gave to the Holy Father, and thus to the Vatican Library, the voluminous collec-

tion of documents which Gaetano Moroni used in compiling his *Dizionario di erudizione ecclesiastica*, printed in 103 volumes (1840-61), to which he later added an index in six volumes (1878-79).

On December 1, 1933, in the presence of the Pope, there was placed in the Galleria of the Library a glass case containing the masterpieces of the historian of the popes, Ludwig von Pastor, given by his wife. Among the pieces in the collection are a hundred volumes and bundles of manuscripts with the complete correspondence of the famous historian. This collection is similar in form to one placed in the middle room which contains the masterpieces of Giovanni Battista de' Rossi and which was given to Leo XIII by the family of the great Roman archaeologist.

#### THE REORGANIZATION OF THE CATALOGS

Before he made the gift of his papers and his books, Duke Gelasio Caetani had done a great service to the Vatican Library by putting it in touch with various important institutions in the United States.

During the post-war period the Duke had been in the United States as ambassador. But before this, while he was a mining engineer, he had made many friends and had gathered hundreds of books which he read and annotated, with certain significant notes.

Learning of Dr. Nicholas Murray Butler's intention to develop the program of international peace supported by the Carnegie Endowment for International Peace in the field of libraries and knowing the value of the book as an instrument of civilization, Caetani spoke to Dr. Butler of the Vatican Library and of its need for renovation.

Dr. Butler was greatly interested, and in May, 1926, Dr. Henry S. Pritchett, trustee of the Carnegie Endowment, was sent to Rome to study methods of developing and reorganizing the cataloging and classification systems for the collections of the Vatican Library—"the most famous and valuable collections of manuscripts and books in existence"<sup>2</sup>—in order to fa-

<sup>2</sup> Carnegie Endowment for International Peace, *Yearbook* (1928), p. 81.



cilitate their consultation by students of all countries. Dr. Pritchett had a long audience with the Holy Father and discussed the problem with Mgr Giovanni Mercati and Mgr Tisserant. As a result of this preliminary survey Dr. W. W. Bishop was asked, because of his particular competence, to come and study the technical aspect of the matter in conjunction with Mr. Robert Wilberforce. The two men arrived in Rome on March 9, 1927. Dr. Bishop made a careful study of the problem and then returned to the United States. Mgr Tisserant, who had been invited by the Carnegie Endowment to make a tour of the principal libraries of the United States, accompanied him on his return. Mgr Tisserant returned to Rome on July 30, 1927. In the summer of 1927 the president of the Carnegie Endowment had an audience with the Holy Father in which the plan for the reorganization of the Library was definitely established and approved.

This plan included the compilation of (1) a summary index, by author, of the manuscripts; (2) a catalog of a section of the printed books to serve as a model; and (3) an index of the incunabula, for inclusion in the *Gesamtkatalog*.

With the assistance of the Carnegie Endowment, four of the librarians of the Vatican were sent to America—Mgr Enrico Benedetti and Mgr Carmelo Scalia, who were to spend six months in practice at the Library of Congress, and Drs. Gerardo Bruni and Igino Giordani, who were sent to Ann Arbor, Michigan, and to New York to attend the courses in library science given at the University of Michigan and at Columbia University. They arrived in New York on August 31, 1927.

A few months later, on February 22, 1928, some of the most illustrious and expert librarians of America—Dr. Bishop, Mr. Charles Martel, Mr. J. C. M. Hanson, and Mr. W. M. Randall—arrived in Rome to begin the work of reorganization. From the American Academy of Rome, Mr. M. L. Lord lent his assistance, and from Norway there came the librarian of Trondhjem, Mr. John Ansteinsson, who had studied in America.

The Library of Congress contributed to the great undertaking not only by permitting the distinguished head of its catalog

department, Mr. Martel, to come to Rome but also by giving a complete collection of its printed cards and by continuing to furnish them, thus providing a depository catalog. It also furnished the Vatican catalog with cards for those of our books of which they possessed copies and which they had cataloged.

The use of Library of Congress cards was quickly adopted by the Vatican Library, so that Dr. Bishop was able to write, "I regard this agreement on cataloging principles as an international undertaking of great importance which will advance the practice of international cataloging at least fifty years."<sup>3</sup> It was a just prediction. For the use, and, indeed, only the presence of the American cards in the Vatican Library has incited many librarians to reform their own systems, to bring them up to date, and, especially, to examine themselves in an unprejudiced manner.

With the reorganization thus begun, a center for the diffusion of systems and ideas has been created at Rome, and an intellectual convergence has been brought about, capable of promoting and advancing that spiritual intent by which Carnegie was moved.

From 1928 to 1932 three more assistants at the Vatican Library came to the United States to study library science at the University of Michigan. They were Dr. Riccardo Matta, Dr. Giuseppe Graglia, and Dr. Nello Vian.

#### THE RECATALOGING

*Manuscripts.*—In the actual methods of cataloging the manuscripts—a collection numbering about 60,000—little or nothing has been changed. For more than thirty years a printed catalog, manageable in form and accurate in content, has been in the process of compilation. The work has progressed rapidly during the past few years under the encouragement given by a pontiff who, having been a librarian himself, understands the needs of a library like that of the Vatican; the aid given by the Carnegie Endowment is also partly responsible for the progress.

Twenty volumes have been published in which are described

<sup>3</sup> *Ibid.* (1929), p. 117.

the following groups of manuscripts: Palatini greci; Palatini latini, 1-921; Reginensi greci e di Pio II; Papiri latini e egizi; Ottoboniani greci; Urbinati greci e latini; Capponiani; Vaticani latini, 1-1,134, 1,461-2,059, 9,852-11,700; Vaticani greci, 1-329; Chigiani e Borgiani greci; Armeni, Etiopici, Copti, etc.

This work has been done in great part by the *scrittori* of the Vatican. In late years some extra collaborators have been added to this group, making it possible to accelerate the rhythm of the scientific cataloging of the manuscripts. Most of these collaborators are well-known men in the world of scholarship, such as Adolphe Hebbelynck, former rector of the Catholic University of Louvain, who is concerned with the Coptic manuscripts together with Rev. A. Lantschoot; Professor Umberto Cassuto, of the Royal University of Rome, who is describing the Arabic manuscripts; Professor Giorgio Levi della Vida, who is working on the Muhammadan Arabic manuscripts in conjunction with Rev. Professor Giorgio Graf, who is working on the Christian Arabic material. Among those concerned with the latin manuscripts are Dom André Wilmart, who has discovered and illustrated so many texts, Professor Bertalot, and Professor A. Campana.

The new tool for the consultation of the manuscripts is the index, the plan for which was studied by Dr. Bishop, Mgr Mercati, and Mgr Tisserant. It is being made in international form on typewritten cards. No fewer than fifteen persons have given their time to its compilation—priests, for the patristic and canon law parts; jurists; and professors of literature—both men and women, all of whom held diplomas in paleography.

The index to the manuscripts of the Vatican Library proposes to furnish the student with the best possible copy of the items useful in his research—items which catalogs and inventories, by their very nature, cannot offer with equal ease. To serve these ends the index is being compiled from material derived from the systematic examination of all of the manuscripts in the various collections of the Library. In this card index there will be assembled, little by little, and placed at the disposal of the students, cards not only indicating authors, titles, and editions,

but also subjects and data which inform the searcher of the persons and the particular and general arguments to which the writings thus cataloged refer.

Author cards are made whenever an author is known or can be identified; title cards, whenever the writer is anonymous and the title is given in the manuscript or an edition of it, or can be supplied by scientific research; subject and material cards (which have the entry words in capital letters so that they may be quickly distinguished from the others) are usually made for every unedited work and for edited works only when it seems strictly necessary. For works which are both anonymous and unedited still another card is made giving the "Incipit" in order to aid in the eventual identification of the work and in the researches of the catalogers themselves. Cross-reference cards tie the entire collection together at the proper points.

The basic elements contained in the cards have been determined by an analytic examination of the writings, scientifically conducted, and subject and material cards are prepared according to criteria which aim at combining the necessary precision with whatever practicability in description and classification will best answer the needs of the students. This results in a fulness of entries which are distributed and grouped so as to throw into relief, on cursory examination, organic series of data which would otherwise be difficult to discover.

The language in which the manuscripts are described in the catalogs is Latin, which is the tongue best understood by scholars of all countries. In the index, however, it has seemed advisable to give the subjects in Italian to harmonize with the practice in the catalog of printed books.

*Incunabula.*—For the incunabula (about seven thousand), there exists a general alphabetic catalog, typewritten on cards, in which are given all the data for their identification. Three duplicate cards have been made for each entry, one of which goes to the public catalog, one to the official catalog, and the third to a special catalog of incunabula.

An accurate, technical description of each incunabulum has been made by a competent cataloger, Rev. Tommaso Accurti,

and is to serve as copy for a printed catalog. A description of the incunabula, arranged chronologically by place of printing like the *Index* of Proctor, has also been completed. Besides this, there is a general alphabetic index of printers.

Descriptions of Vatican copies have been added to the proof sheets of the *Gesamtkatalog der Wiegendrucke* when these were lacking; and corrections and additions have been made—an exacting task of careful collaboration in the editing of this important catalog.

*Printed books.*—The most radical reorganization has taken place in the cataloging of the printed books. In order to unite the various collections of the Library in a single catalog, the general alphabetic (dictionary) type of card catalog, modeled after those existing in the great American libraries, has been adopted. To guide in this cataloging a voluminous manual of cataloging rules, *Norme per il catalogo degli stampati* (Città del Vaticano: Biblioteca Apostolica Vaticana, 1931), has been compiled, based on the Anglo-American *Cataloging rules* and on the *Regole per la compilazione del catalogo alfabetico*, which derives from them and which is in use in the Italian government libraries. From these basic rules the Vatican Library has made any modifications and taken any initiative which would best enable it to catalog its own books, taking care always to give its own catalog a form which should conform to the international character of its own readers, who come from all countries, and to the universal character of the Church itself. With this in mind it has "internationalized" the Anglo-American *Rules* for the sake of readers (e.g., in the entries names of cities are given in their respective languages). In this way the Library has entered wholeheartedly into the field of international co-operation in cataloging.

Approximately five hundred rules have been fixed, treating in detail all the possible problems of cataloging; and the proposed object of having the cataloging of a uniformity helpful to students of all countries has been realized by this publication. The volume has gone into many public and private libraries and has begun to circulate also in foreign countries. The compilers of *Règles catalographiques à l'usage des bibliothèques de Belgique*

(Brussels: R. Henriquez, 1933) have, in several points, followed the rules of the Vatican.

The dictionary catalog is on cards following the pattern and form of those of the Library of Congress, so that every American who consults it soon remarks that it "looks very familiar." The cards are printed. When it is discovered from the depository catalog that the book has been cataloged at Washington, the Vatican requests the cards from the Library of Congress; otherwise it prints them itself.

The subject headings of the secondary cards, as well as the bibliographic descriptions, are in the Italian language. The subject headings, however, are almost all taken from the *Subject headings* published by the Library of Congress and translated into Italian. I have written an article concerning the criteria used in this translation, "Subject headings in the Vatican Library," for *Special libraries* (Vol. XXV, No. 3 [March, 1934]). Americans using the catalog find no difficulty in retranslating these headings into English.

Along with the dictionary catalog there is being compiled a classified catalog arranged according to the Library of Congress Classification. All the cards have one and sometimes two classifications constituting a language which needs no translation. The reading public has made good use of the dictionary catalog. It is only beginning, with some hesitation, to approach the classified catalog—a more unusual tool.

It is needless to say that the adoption of these systems of cataloging has aroused, along with enthusiasm and approval, some criticism and disapproval. The importance of the collaboration of libraries and the exchange of their products in the form of uniform catalogs is not yet evident to all. There are still some readers who do not realize the added ease which our cards bring to research and who are affected by a nostalgia for the difficulties imposed by the old catalogs considered as a testing ground for courage. As though difficulties in research were lacking!

The author catalog of printed books has been completed. As soon as the handwritten cards have been replaced by printed

cards, the author catalog will be transformed into a dictionary catalog. It should be noted that the handwritten cards are in two forms and that they are in two sets of card cases: the most recent ones, in the same form as the printed cards, arranged in metal cases which are to become the catalog cases for the dictionary catalog; and the older cards, collected in wooden boxes which have also been subjected to rearrangement by some sisters of the Franciscan Missionaries of Mary, who have collaborated gratuitously in the revision. They have been working in their mother-house, checking the entries according to the criteria lately adopted, recopying the small cards of the Barberini collection, collecting on a single card the entries for the various copies of a work, etc.

The books in the Sala di Consultazione (Reference Library) are all entered in the new card cases; a good portion of them have been recataloged according to the new rules, and almost all the cards which have been printed are for these books.

The work is slow because the personnel is limited; the five catalogers, trained in America, who are editing the cards for the press are assisted to a certain extent by four others who are constantly interrupted in this task by other duties in the Library. There are in all eleven persons engaged in making both the definitive and the provisional cards—certainly few enough for a large library and for work of high accuracy. Painstaking work is required, for example, in the establishment of the biographical dates of all persons whose names are used as entries either main or secondary. In this work all available sources are utilized and, in addition, letters are written to persons and institutions in every country—a task which is partly compensated for by the volumes which authors offer to send immediately upon receiving our request, in order that they may have all their works present in the Vatican.

Cards have been printed since 1930 and are sold at the price of L. 0.20 each to associated libraries. Table I presents a list of the numbers of cards printed in past years, with the cost for each year and the total cost. The cards are sent in packages of about



325 each; the postage for foreign countries amounts to about L. 6.00 a package.

Particular accuracy has been sought in the cataloging of the collection of monographs (*Festschriften*, *Mélanges*, *Miscellanies*, etc.). A very careful description has been made of these, facilitating the compilation of analytic cards. A first list containing 125 items of the collection thus cataloged has been published; other lists will follow.

TABLE I  
NUMBER AND COST OF PRINTED CARDS AT VATICAN LIBRARY  
DURING RECENT YEARS

Year	Number of Entries	Number of Cards	Cost (Lire)
1930.....	921	1,079	L. 215.80
1931.....	1,500	1,693	338.60
1932.....	3,500	3,720	744.00
1933.....	2,275	2,574	514.80
1934.....	3,450	3,942	788.40
1935.....	2,950	3,320	664.00
Total.....	14,596	16,328	L. 3,265.60

"Last but not least," there should be some mention of the inventory in book form which has been carefully compiled for the printed books of the Palatina collection by Rev. Giovanni Mazzini as a companion tool to the inventory compiled by Stevenson, Jr., which included only about half of this rich collection.

#### THE NEW STACKS

The technical and physical renovation has proceeded along with the revision of the cataloging. Between 1927 and 1931 there was constructed what has come to be called the Nuova Biblioteca, but which might more properly be known as the Biblioteca Pio XI, since it was designed and built by the reigning pontiff. This building contains all the printed books of the Vatican—about half a million; it occupies almost the entire ground floor and first floor of the ancient building constructed by Bramante in 1512 at the order of Julius II, connecting the



palace of Nicholas V and Alexander VI with the pavilion or belvedere of Innocent VIII.

On December 20, 1928—the beginning of his sacred jubilee—the Holy Father opened the first section of this new library. This was the lower part built in the old stables. This enormous space has been divided into three stories by marble floors and filled with new metal stacks constructed in the United States by an organization specializing in library equipment (Snead & Co., of New Jersey), and put in place by Italian workmen under the direction of an engineer from the manufacturing company. The stacks are 2 meters high, permitting access to the books without the need of ladders or steps; the adjustable shelves allow the graduation of the spaces according to the heights of the books. The installation of electric light, in metal tubes to prevent short-circuits, makes the space bright as day, and there is additional light from large windows. Electric interrupters are provided with time attachments which automatically cut off the current after five minutes, much to the assistance of the personnel who may suffer from absent-mindedness—a defect, it is reported, not uncommon among students!

A powerful ventilator transmits the air through the whole space, automatically tempering the air in order to protect the leather bindings, which would suffer as much from an excess of dryness as from an excess of humidity. Three stairways and an Otis elevator connect the three floors of the stacks. At the same time as this new stack was opened, the new entrance to the library with its artistic stone staircase was inaugurated in the Cortile del Belvedere. Two stone murals at the foot of the staircase celebrate the bibliographic enlargement of the Library during the first seven years of the pontificate of Pius XI, represented, for example, by the accession of the Chigiana, of the Ferrajoli library, of the Caprotti oriental manuscripts, of the library of Mgr Petit, etc. The new stairway and, above all, the modern stack installation give a most modern appearance to the oldest library in Europe.

To this first section the Holy Father added a second still larger one occupying the floor above where the mosaic factory was

located, but greater in length (to the end of the Cortile di S. Damaso). The mosaic factory was established by Sixtus V to provide mosaics needed in the Basilica di S. Pietro then in construction; and after various peregrinations, took that place in 1825 under Leo XII.

The mosaic factory was transferred to another location behind the old Seminario Minore Vaticano; the large windows on the Cortile del Belvedere were reopened, as far as was practicable, in the thickness of the Bramantesque walls toward the east. In this way the architectural compactness which resembles a bastion of a fortress was restored, uninterrupted except for the great entrance arch, which was re-embellished, and the overhanging balcony, the entrance to which has been enlarged. On the parapet of this balcony a large stone will commemorate this further work of Pius XI. Throughout the space which extends over the first stacks, the entrance arch, and another thirty meters, metal uprights of stacks have been installed. They are divided into three stories with floors of Carrara marble, and are connected not only by means of the common elevator but also by five stairways of iron and marble. A stairway in the center and the entrance elevator provide communication with the part beneath. In the large room which extends along the wing of the building as far as the adjacent Cortile di S. Damaso, stacks have been placed along the inside wall, divided into three stories with two iron galleries, and set aside for the cabinet of engravings and for the Cicognara library. This arrangement has been adopted to avoid invading the floor adorned with beautiful old mosaics. Another adjoining room is reserved for the care of the geographical maps.

Next to the windows which open onto the balcony over the entrance arch of the Cortile del Belvedere and on the first floor of the new part (which is the fourth floor of the Biblioteca Nuova) is the doorway to the numismatic cabinet or medal collection belonging to the Vatican Library. By way of this room and the cabinet of engravings there is access to a room overlooking the Cortile del Triangolo, which houses the Caetani archives.

As to the new section of the stacks: The principal part of these occupies a space 136 meters long, 6 meters wide, and 7 meters high, and contains 10,000 meters of shelves arranged in 471 ranges, 2.10 meters high, and of a collective weight of 250 tons of steel. Twenty-five rows of the stacks on the fourth floor have been provided with grills and closed off with a special door for the most valuable books of the "Riserva" and for the incunabula.

The electric installation in this section is even more modern than that in the one beneath. It is in the form of reflecting lamps so that illumination is secured by three hundred electric lights regulated by interrupters, with wires conducted in tubes which guarantee perfect insulation against fire. The ventilator located on the second floor takes the air already dried and humidified from the stacks underneath and distributes it through the three floors. The new stacks have a capacity of 800,000 volumes.

#### THE NEW SALA DI CONSULTAZIONE

At the close of 1931, in the middle of this work of transformation, there was a most unfortunate accident. December 22, at four-thirty o'clock, an hour in which, fortunately, there were few persons remaining, there was a collapse of the above-mentioned old wing; the Library of Sixtus V, two pillars of the Salone Sistino with the corresponding portion of the Sala di Consultazione beneath, were destroyed, crushing four workmen who were working on the ground floor and knocking down a young collaborator, Dr. Marco Vattasso, who had been hired only a few days before. In the crash some treasures were overturned, among which were eight manuscripts from the Salone Sistino and about fifteen thousand volumes from the Sala di Consultazione.

The rescue work was undertaken immediately. The victims and the books were freed. The Holy Father, greatly affected, especially by the loss of human life, gave immediate orders to begin the reconstruction of the building. Out of fifteen thousand volumes only about fifty were so badly damaged as to be beyond

repair; the rest remained intact or were capable of repair. The manuscripts were all restored. In order that the students should not be hindered in their work, the books in the Sala di Consultazione were quickly put in order and assembled on the shelves of the Biblioteca Nuova (which had just been put in the place of the mosaic factory). On the morning of December 29, all was in order, and on January 2, when the library was formally opened to the public, the students found the printed books and manuscripts at their disposal and in order.

The ruined frescoes on the ceilings of the Salone Sistino were reproduced with scrupulous exactness according to the originals, so that in April, 1933, the large court was reopened to the public in all its splendor of color and light. Nothing was missing except one precious cup of malachite given by the czar and the baptismal font of the son of Napoleon III, which had been irreparably shattered.

And so on October 2, 1933, after a private visit from the Holy Father, the Sala di Consultazione, completely restored after the disaster, was reopened to the public. The entrance to the library was again placed on the Cortile del Belvedere. The restoration of the Sala di Consultazione is now complete. In vivid richness reproduced with fidelity and in luminousness the room stands as beautiful and imposing as before.

The greater illumination comes from the opening of a large window in the arch facing on the Cortile del Belvedere, in accordance with Bramante's plan for the complete restoration of the original architectural design of the court. The high and wide cornices of the three buildings to the east, west, and north had been partly walled in, in successive epochs, and reduced to port-holes for telescopes (on the ground floor where some are still remaining) or to normal rectangular windows. Pius X had already opened almost all those on the first floor on the east in order to provide light for the Pinacoteca. Pius XI, retaking the initiative, resolved in 1928 to open likewise those on the other two sides and, the same year, began to open those in the old stables now transformed into the storage room for printed books; and, in 1930, he made an effort to do the same for those in the Sala di

Consultazione; it was this which required the change in the shelving which has now been effected.

As a matter of fact, to speak of the Sala di Consultazione is to use a somewhat misleading expression because, in effect, the Sala di Consultazione consists of not one but three rooms, the two larger of which are parallel and intercommunicating, receiving light from the Cortile del Belvedere and the Cortile della Biblioteca (now called the Stamperia), respectively. A portion of the third and smallest overlooks the Cortile del Belvedere; the rest connects with the Archives. In saying that the Sala di Consultazione is well lighted, one means to speak particularly of the first assembly hall, flooded with light from seven enormous windows now opened.

The improved lighting is also due to the fact that in two of the parallel halls the oblique shelving which had divided them into three sections has disappeared so that now they present themselves in their entire length, standing out in relief from the graceful galleries of the new shelves, and, in the first room, from the rows of twenty-three beautiful student-desks, each one with four sections, placed in orderly fashion along the entire length of the room. The students are given as much convenience and space as they formerly enjoyed.

The new stacks are the most noteworthy part of the furnishings which were all completely renovated according to the most modern technique. The installation was the work of Snead & Company. These iron stacks, covered over with a pure green bronze, with movable shelves which can be adjusted within half-inch limits, are placed next to the outside walls between the windows. Along the two inside walls the stacks, instead of being twice as high, are divided into half their height by a graceful and decorative gallery, also of bronzed iron, provided with a balustrade with small columns joining to make squares for colored glass. These are provided with reading desks fastened to the gallery to permit the immediate and rapid consultation of books. With this division these higher stacks result in normal height, so that any person of average stature is able to reach the volume

he needs without the aid of stools and cumbersome and creaking ladders.

In the two larger rooms, which are separated by a wall, there are displayed two parallel galleries which communicate with each other across the six spacious openings of the passages between the two rooms. These double stacks cover the entire height of the walls. In the next room the gallery next to the entrance is detached along the inside wall and passes across as far as the outside wall, where there is displayed in the space the first group of sculpturing which covers likewise the second row of the stacks. Moreover, in order to conserve space, the shelving along the length of the inside wall is not placed directly back to the wall, as in the corresponding wall inclosing the other room, but is arranged in the form of a comb with projections which extend about two meters out into the room (i.e., for each two sections of the shelving) in the main floor, and about one meter (i.e., for each separate section) in the gallery. This arrangement has permitted this part of the gallery to be made much longer.

There is access to the gallery by way of two staircases placed at either end of the second hall or by means of the large Otis elevator which connects the inclosure underneath, where in November the catalogers, the secretary, and the accession department with their necessary reference equipment were transferred. The elevators serves also to convey the book trucks which facilitate the distribution of the books.

The center space in the second room is not filled with study desks, but with sections of the old and new catalog placed in ten handsome metal files furnished by Forges of Strassburg. The upper part of these files is provided with trays for cards, six rows per case, and fourteen trays in a row. These files will later be used for the general catalog which, as we have said, is in process of revision.

The old card catalog in wooden trays is placed in the lower part of the same cases on movable stands and corresponds alphabetically with the new catalog, so that the searcher who is looking for the work of a particular author can find it, without having to move, either in the new general catalog, in the old

catalog, or in the catalogs of the British Museum, of the Bibliothèque Nationale, or in the *Gesamtkatalog* of the Prussian libraries, since these catalogs are also placed, with the same alphabetical arrangement, on the shelves under the wooden trays.

At the present time the new cases are only partly occupied by the cards; the two upper rows of cases have been left empty in all the sections. These will be filled gradually as the recataloging proceeds and the old cards of the wooden trays are replaced with the new, so that in time these latter will disappear completely.

In the meantime some metal cases of the same length, but of lesser depth and height, provided with movable metal shelves, have been placed between one section and another to maintain the alphabetical continuity between the card catalogs and the printed catalogs of the foreign libraries and to provide space for the oversize volumes. A good number of the wooden trays of the old catalog have been placed in the upper part of these, while the lower part is used to hold volumes of the printed catalogs or oversize volumes (those higher than 47 cm.) belonging to adjacent sections in the regular shelving. These cases, alternating with the card-catalog cases, serve also as tables upon which the trays of the catalog and the printed catalogs can be placed for consultation.

In the third room the arrangement of the bookshelves is repeated in the same design as in the other rooms; that is to say, they are single for a certain space and double, with a gallery, for a longer space.

An innovation in the reconstruction of the Biblioteca di Consultazione is the electrical installation, made in accordance with the most modern theories of fire protection, with a rich arrangement of lamps in order to assure proper illumination even in the northern part where the natural lighting is not always sufficient.

All the bookshelves are provided with lamps, which, in the second hall, are automatically extinguished (with a clocklike device similar to that functioning for the stacks in the new store-room for the printed books) after five minutes of illumination; and in the first room an electrical outlet has been placed on the floor at the foot of each study table, eventually to provide il-



lumination at night. Two fire extinguishers have also been placed at either end of the second hall.

A hot-water heating system completes the fixtures of the rooms. The radiators are alternated with the files in the second room, while in the first they are placed in the empty spaces beneath the first, third, fifth, and seventh large windows.

In the spaces beneath the other three windows, which are much deeper because of the architectural design of the building (constructed as it is with projections and recesses), are reading-desk compartments in which are placed the periodicals. It has been possible to utilize a greater space than was available in the past, giving place to 231 periodicals (of the 556 that arrive normally)—that is to say, one hundred more than before. The magazines have been divided into three groups: (1) bibliographical, oriental, theological, and philosophical journals; (2) art, philological, literary, and scientific journals; and (3) historical journals.

Regarding the classification of the book collection, deference was given, in a general way, to the old classification, except that the section including bibliographies and that including encyclopedias and dictionaries have been expanded. The collection of periodicals, previously grouped in one class only, has been divided into subclasses according to the subject matter. The over-size volumes, which at one time were inclosed in inconvenient wooden cases, now have been placed, for the most part, horizontally on the bookshelves of their respective sections and also on the stands at the base of the trays of the card catalog in the cases of the second room.

Concerning the topographical arrangement of the sections, the principle of arranging the volumes according to the frequency of their use has been followed (beginning with the entrance of the first room on the first floor and ending in the third room on the second floor). This arrangement begins with biographies, bibliographies, encyclopedias, and dictionaries.

Other aids to consultation are the labels placed at the top of each single bookshelf, in the cornice, with the name of the subject and the number of the class and the subclass, and the



indicative labels inclosed in oblong metal frames placed upon each stand. Labels are also placed on the sides of every catalog.

#### THE SCHOOL OF LIBRARY SCIENCE

The youngest creature of this renovation of the Vatican Library is the Scuola di Biblioteconomia. It has assumed the task of diffusing the new methods of library organization. There is little hope that the use of printed catalog cards and of the modern catalogs will be adopted by other libraries (and, in fact, none of the European libraries has subscribed to our printed cards as yet, and only that of Leningrad has requested an exchange) until the librarians go to a professional school where they are instructed in the new methods. In Italy there are such professional classes in the royal universities and they render good service.

In the Vatican such a class was created, emphasizing the practical rather than the theoretical side of library work and basing its instruction on its own experience. It aimed chiefly at the training of youths intending to become librarians of ecclesiastical libraries—of the Azione Cattolica (universities, colleges, seminaries, etc.) and parochial libraries—libraries for which the Vatican could serve as a prototype for obvious reasons.

The school is opened in November, and it closes with the final examinations in June. It is so organized as to present the most important factors in the fulfilment of all the services required of a librarian. It is comprised, therefore, of two courses annually—one entitled "Cataloging" (to teach the rules of cataloging, definition of subject heads, classification, arrangement, etc.); the other, "Organization and services of the library" (to teach bibliography, book selection, accession, collation, loaning, etc.). There is no registration fee. A diploma is given to students who have regularly attended the lectures and have completed the assignments and passed the final examinations.

The two courses are intrusted respectively to the writer and to Professor Nello Vian, assistant at the Vatican Library, who was also trained in America. The cataloging lessons are based on our volume, *Norme per il catalogo degli stampati*, with the aid of the best-accepted manuals.

In addition to lectures (two hours weekly, on Thursday—a vacation day for the students of the ecclesiastical schools), practical exercises are assigned to be carried out in the cataloging room, where all the necessary and useful books are placed at the disposal of the students, and counsel and help are given by the catalogers. For these exercises the students are permitted to use the Library every day—morning and afternoon.

The first two years it was necessary to limit the number of students to thirty because of restricted space. Now a larger classroom has permitted the number of students to be increased. The students, for the most part ecclesiastical or theological students, have reflected the universality of the Church proper; there are Italians, Spaniards, Germans, Hungarians, Poles, Frenchmen, Americans, Mexicans, Canadians, etc., drawn from the regular and secular clergy, who, for the most part, attend the various institutes of higher ecclesiastical learning in Rome. Returning to their own countries, they will spread those methods of library science in which are fused American initiative and Latin tradition.

As Mgr Tisserant said in his address before the Holy Father, May 7, 1935, the first time the school was received in audience, the aphorism, *Bonum diffusivum sui*, is applied to the work of the school; if the catalogs and rules are diffused from Berlin to Los Angeles, the students of the school, belonging to many nations and to several religious orders or congregations, and coming from many dioceses, will bring to their native countries "a rich new mass of knowledge." The Pope, who had willingly approved the inauguration of the school, was pleased with its success and told the students that it is much better to govern books (the task of the librarian) than it is to govern men.

To summarize the impressions of the first two academic years, it seems to me that the students have shown a lively interest in the new methods which revealed to them lines of organization heretofore more or less ignored and unsuspected. And this is a positive result: to have created a first nucleus of competence and enthusiasm where formerly existed a rudimentary empiricism and a diffused apathy. In America it may be of interest to know that the students were extraordinarily interested

in the Decimal System, which they would eagerly apply to various libraries if they were not perplexed by the deficiency of the religious classification. Their interest in American classification systems induced them to translate the three principal tables (000-999) of the Dewey Classification and the main headings of the Library of Congress Classification, as well as to arrange, on the basis of Cutter's tables, a list of notations by authors. This classification scheme was published in one small volume which may be of service to the new librarians in the arrangement or rearrangement of their libraries.<sup>4</sup>

#### PUBLICATIONS

Another well-known activity of the Library is of an editorial nature and consists in the publication of research on the materials in the Library itself, the reproduction of manuscripts, etc.<sup>5</sup>

The first class of publications consists of catalogs of Vatican manuscripts; the two latest volumes describe Ethiopian codexes and are the work of Mgr Tisserant. The second class—the “*Studi e testi*”—a collection of historical monographs, critical texts, philological dissertations, etc., comprises seventy volumes and has acquired great renown in the world of scholarship.

Referring to the catalog for a complete list of the other publications, it is useful to note the photographic reproduction of the *Pianti maggiori di Roma*, from the sixteenth to the eighteenth century, the *Studi e documenti per la storia del Palazzo Apostolico Vaticano* by Ehrle and Egger, and, above all, the two series (*maior* and *minor*) of “*Codices e Vaticanis selecti*,” the publication of which was begun under Leo XIII and continued more rapidly under Pius XI. In the *maior* series, in 1930, a new edition was published of *Fragmenta et picturae Vergiliana codicis Vaticani 3225*; *Codici istoriati di Dante*, edited by V. Zabughin; *Terentii comoediae picturis illustratae Cod. Vat. 3868*, with an Introduction by G. Jachman (Leipzig: O. Harrassowitz); *Dantis Alagherii Monarchiae liber et epistolae*, from Cod. Vat.

<sup>4</sup> Biblioteca Apostolica Vaticana, Scuola di Biblioteconomia, *Sistemi di classificazione degli stampati* (Città del Vaticano, 1935). Pp. 35.

<sup>5</sup> See Biblioteca Apostolica Vaticana, *Elenco delle pubblicazioni* (Città del Vaticano, 1932). A new enlarged edition, with explanatory notes on each publication, will be issued next month.

lat. 1729, with a Preface by F. Schneider; in 1931, *Codex Vergilianus qui Palatinus appellatur*, with a Preface by R. Sabbadini (Paris, "Editions historiques"; Sabbadini had published the *Augusteus* in 1926); and in 1932, *Claudii Ptolomaei Codex Urbinas graecus 82* (Leiden: Brill; Leipzig: Harrassowitz), the result of thirty years' patient work by P. J. Fischer, S.J. And finally, in the same series, may be mentioned the reproduction of a famous palimpsest from Bobbio, containing *De re publica* of Cicero, edited by G. Mercati, who has prefaced an authoritative Introduction; and the reproduction of *La cronaca figurata di Giovanni Villani*, edited by L. Magnani. Some volumes were published also in two other series of manuscript reproductions: "Codices ex ecclesiasticis Italiae bibliothecis delecti" and "Codices liturgici e Vaticanis praesertim delecti."

In May, 1932, the Vatican Library participated in the Fourth International Book Exhibit at Florence, exhibiting a collection of its own catalogs of manuscripts, its own "Studi e testi," with others of its most valuable editions, and a photographic representation of the restoration of the manuscripts.

#### PERSONNEL

In October, 1933, Pro-Prefect Mgr Tisserant went to Chicago to participate in the International Congress of Librarians, where he read a paper dealing with the importance of the preservation of historical documents throughout the various civilizations. If on the first visit to the United States (1927) "Mgr Tisserant won friends wherever he went,"<sup>6</sup> on the second visit he augmented the number of his friends and those of the Vatican Library, securing for this institution vast and precious sympathy and admiration. He was subsequently invited to hold conferences (six in all) in various institutions.

In October of the following year Mgr Tisserant participated, as a representative of the Vatican, in the Third National Congress of Italian Librarians at Bari, where he told of the results of the reorganization of the cataloging practices in the Library. The president, Hon. Solmi, in thanking him, proposed, and the Congress approved by acclamation, that a telegram of congratu-

<sup>6</sup> Carnegie Endowment for International Peace, *Yearbook* (1928), p. 84.

lation be sent to the Pope, expressing their appreciation of the successful restoration of the Vatican Library.

In May, 1935, Mgr Tisserant represented the Holy See at the Second International Congress of Libraries and Bibliography at Madrid-Salamanca-Barcelona, where he renewed his acquaintance with his many European and American friends and colleagues. In May, 1936, he went to Warsaw to take part in the ninth session of the International Committee of Libraries.

It was sad that in March, 1934, death took the old and illustrious librarian of the Vatican, Cardinal Francesco Ehrle, the German Jesuit who had been appointed by Leo XIII to manage and develop the ancient institution, which task he had performed with great intelligence, meriting the praise of scholars throughout the entire world. Born in 1845, he was, from 1895 to 1914, the prefect of the Vatican Library, and, as such, he planned and organized the Sala di Consultazione. He was succeeded by Mgr Achille Ratti, who was afterward elected pope and given the purple cloth and the title "Librarian of the Church." Cardinal Ehrle frequented the library until his last days, venerated no less for his virtues than for his knowledge which with unforgettable simplicity and cordiality he placed at the disposal of all the students (and there were legions of them) who came to the Vatican Library.

Ninety-eight years ago, two famous scholars and librarians, Mai and Mezzofanti, were appointed cardinals. This year, in June, Mercati and Tisserant have likewise been appointed cardinals. And it has been the highest appreciation of their achievements as librarians by a librarian pope. Mercati, as "Librarian and Archivist of the Church," succeeds Cardinal Ehrle; Tisserant goes to the Congregation for the Eastern Church to which he brings his wide knowledge of Oriental questions, and, at the same time, he will continue his work on the catalog of Ethiopian manuscripts of the Vatican Library. The new head of the Library, chosen personally by the Pope, is the learned Benedictine, Dom Anselmo M. Albareda, of Montserrat, Spain—a man well known as a scholar and bibliographer, and one who is familiar with all the great libraries of Europe.

## FAITS ET PROBLEMES D'ACTUALITE<sup>1</sup>

DISCOURS PRONONCÉ PAR

MARCEL GODET

**E**N PRÉSENCE des difficultés économiques et de l'incertitude générale dont pâtiennent à cette heure tant d'activités dans le monde, nous devons nous féliciter de pouvoir cette fois encore tenir notre assemblée annuelle ordinaire et reprendre par là entre délégués des différents pays un contact si nécessaire, une collaboration qu'il importe plus que jamais de maintenir et de développer.

Le Congrès International des Bibliothèques et de Bibliographie qui a réuni l'an dernier à Madrid et à Barcelone plus de six cents participants représentant une quarantaine de nations a été couronné d'un plein succès. Grâce à une soigneuse préparation et à la bonne entente qui n'a cessé de régner entre le Comité espagnol et le bureau de la Fédération, un juste équilibre a été établi entre le travail et les plaisirs. Environ deux cents rapports ont été présentés dans les diverses sections, bien des questions éclaircies, et dix-huit résolutions adoptées dans les séances plénières. En sorte que le souvenir plein de gratitude que nous conservons des excursions et manifestations organisées à l'intention des congressistes par leurs aimables hôtes, et les visions de nature et d'art que laisse au voyageur la terre d'Espagne, s'associent de la façon la plus agréable au sentiment qu'un utile travail a été accompli dans le sens d'une meilleure coordination des forces, d'une solidarité accrue, d'une détermination plus précise des objectifs à atteindre.

Les *Actes* du Congrès, qui rempliront quatre volumes sont à l'impression et nous reviendrons plus tard sur les suites pratiques qu'il appartient au Comité de donner aux résolutions votées à Barcelone.

<sup>1</sup> Prononcé à l'ouverture de la 9<sup>e</sup> Session du Comité International des Bibliothèques à Varsovie, 1<sup>er</sup> Mai 1936.

Les bibliothèques ont déployé depuis lors, en dépit de tous les obstacles, une grande activité sur laquelle les délégués nationaux nous renseigneront. Ne voulant point empiéter sur leurs rapports, je me bornerai à relever ici quelques faits d'ordre international, ou dont la portée dépasse les frontières nationales.

Le premier qui mérite mention est le transfert, qui est en train de s'effectuer, de la Bibliothèque de la Société des Nations dans de nouveaux et plus spacieux locaux. Le bâtiment qui a été construit par elle et qui forme l'aile est de l'immense Palais des Nations, dresse, face au splendide paysage de Genève et du Mont-Blanc, une masse de 60,000 mètres-cubes. Ses magasins dernier modèle peuvent contenir un million et quart de volumes. Grâce à la générosité de la Fondation Rockefeller et à l'activité de notre collègue Sevensma et de ses collaborateurs, existe désormais à Genève, dans le domaine du droit comparé, de la législation, de l'économie politique et des questions internationales en général, un centre de documentation qui n'a point son pareil.

S'il est vrai que les bibliothèques ont toujours été le miroir des mouvements intellectuels de leur époque, celle de la Société des Nations est l'expression d'un grand effort international de conciliation et de paix, qui pour avoir été souvent décevant n'en demeure pas moins un des espoirs qui restent à notre humanité inquiète.

Grâce à un don de la Fondation Rockefeller, déjà nommée, la "Library Association" anglaise a créé l'été dernier, dans ses locaux du Chaucer House, à Londres, un important bureau de renseignements bibliothéconomiques. Sans porter le titre d'international, il l'est en fait par son activité, puisqu'il étend ses relations et informations à toute l'Europe, aussi bien qu'à l'Amérique du Nord<sup>2</sup> et fournit des renseignements gratuits aux bibliothèques de tous pays.

On a appris partout avec intérêt que la Belgique, soucieuse de perpétuer par des monuments la mémoire de son glorieux roi

<sup>2</sup> Il a commencé par envoyer en mission douze bibliothécaires dans les différentes régions de la Grande-Bretagne, cinq en Europe et trois aux Etats Unis et au Canada, pour y enquêter et nouer des relations.



Albert I<sup>er</sup>, a résolu d'ériger à Bruxelles une bibliothèque nationale dont les installations seront conformes aux nécessités modernes et qui, tout en commémorant sous le nom d'«Alber-tina» le souvenir d'un souverain protecteur des lettres et des sciences, constituera un enrichissement du patrimoine intellectuel de la nation. Qu'un peuple désireux d'honorer son roi défunt ne puisse trouver plus bel hommage que la création d'une bibliothèque, c'est là—n'est-il pas vrai—une décision qui fait l'éloge du peuple autant que du défunt et qui réjouit, à bon droit, la confrérie des bibliothécaires toute entière.

Tous ceux d'entre ces derniers qui connaissent M. Isaak Collijn—et lequel ne connaît au moins de réputation le premier président de notre Fédération?—se sont associés en fait ou en pensée aux félicitations et aux vœux qui ont été adressés à l'in-fatigable érudit et bibliographe à l'occasion du soixantième anniversaire de sa naissance. Les bibliothécaires allemands ont rendu hommage à ses mérites en le nommant à cette occasion membre d'honneur de leur association.

Parmi les nombreuses publications nouvelles parues au cours de l'année, il en est quelques-unes dont l'intérêt très général me paraît justifier ici une mention:

La première est le *Lexikon des gesamten Buchwesens* publié à Leipzig chez Hiersemann par MM. Karl Löffler et Joachim Kirchner avec la collaboration de M. Olbrich et dont sept livraisons sont déjà sorties de presse. Ce dictionnaire constitue une mine de renseignements particulièrement utile aux bibliothécaires et rencontre auprès d'eux un succès mérité.

La seconde publication est la vaste collection de manuels que la maison Mondadori à Milan a entrepris de faire paraître sous le titre de «Enciclopedia del libro.» Le programme prévoit plus de soixante volumes qui couvriront tout le champ de notre activité professionnelle qu'il divise en quatre parties: la «Bibliologie,» ou histoire du livre et de ses éléments constitutifs; la «Bibliographie,» ou description du livre et de son contenu; la «Bibliothéconomie,» ou administration des bibliothèques; la «Bibliothécographie,» ou histoire des bibliothèques des origines à nos jours. Les volumes déjà parus, comme ceux d'Alfonso Gallo sur les maladies du livre, d'Alberico Squassi sur les biblio-



thèques populaires et d'Olga Pinto sur les bibliographies nationales, sont de nature à rendre service aussi hors d'Italie. Et les noms de collaborateurs comme Fumagalli, Domenico Fava, Luigi Ferrari, Boselli, De Gregori, etc., permettent d'espérer que la valeur des volumes annoncés ne demeurera pas au-dessous de l'ampleur de la conception.

La France, de son côté, en la personne du libraire Emile Nourry, de Paris, nous a doté d'une nouvelle revue, *Archives et bibliothèques*, qui, sous la direction de MM. Celier, Crozet, et de notre vice-président d'honneur, M. Lemaître, fait une large part aux chroniques étrangères et aux questions d'intérêt général. Elle a publié le captivant discours que M. Ortega y Gasset a prononcé à la séance inaugurale du Congrès de Madrid et la belle étude de M. Charles Schmidt sur «les bibliothèques et la vie moderne» par laquelle furent synthétisés les travaux du Congrès.

D'Angleterre enfin nous est venu un livre dont le sujet intéresse particulièrement notre Fédération—à laquelle il consacre d'ailleurs un chapitre—c'est l'ouvrage de M. J. H. P. Pafford, sous-bibliothécaire à la National Central Library, à Londres, sur la *Library cooperation in Europe*.<sup>3</sup> Il traite notamment du prêt international, des catalogues collectifs, des bureaux de renseignements bibliographiques, et de tous les moyens mis en œuvre pour rendre les livres plus facilement accessibles à ceux qui en ont besoin. Résultat d'une enquête étendue et solidement documenté, il fournit quantité de renseignements précis et ne peut que favoriser l'esprit d'entraide que notre Fédération s'applique à répandre. Un autre livre mériterait sans doute aussi d'être mentionné, pour l'internationalité de son sujet, c'est celui de H. Philip Spratt: *Libraries for scientific research in Europe and America*,<sup>4</sup> mais je n'ai pas encore eu l'occasion d'en prendre connaissance.

La question de la Coopération m'amène à parler d'une organisation qui déploie son activité dans un domaine sur certains points identique au nôtre: je veux parler de l'Institut international de Documentation, qui, fondé à Bruxelles il y a quarante et un ans portait jusqu'en 1931, vous ne l'ignorez pas, le

<sup>3</sup> London: Library Association, 1935.

<sup>4</sup> London: Grafton & Co., 1936.

nom d'Institut international de Bibliographie. Le Congrès qu'il a tenu à Copenhague au mois de septembre dernier, sous la présidence de M. Alingh Prins, a compté parmi ses 113 participants, représentant quatorze pays, nombre de bibliothécaires. L'un de nos vice-présidents d'honneur, M. Hugo Krüss, y a pris une part importante. Parmi les vœux adoptés par l'assemblée et dont la plupart intéressent aussi les bibliothèques, il en est deux sur lesquels nous reviendrons qui les concernent expressément et tendent à établir une collaboration avec notre Comité.

D'autre part nous est parvenu de Paris l'avis qu'une autre organisation, l'Union française des Organismes de Documentation, présidée par M. Jean Gérard, et couramment appelée «l'Ufod», prépare à son tour un Congrès international de la Documentation qui doit réunir à l'occasion de l'exposition de Paris de 1937 tous les éléments intéressés de près ou de loin aux questions de cet ordre. Nous savons enfin que l'Institut international de Coopération intellectuelle se prépare à publier une *Introduction à l'étude et à la méthode de la documentation* dont les mêmes MM. Prinz et Gérard ont fourni les principaux textes. Espérons que cet ouvrage apportera quelque clarté à ceux qui se demandent ce que recouvre au juste ce mot de «documentation», quels sont les rapports de celle-ci avec les bibliothèques et la bibliographie, et où tend ce mouvement dont l'activité force l'attention. Notre Comité doit adopter à l'égard de ce dernier une ligne de conduite. Il aura à prendre des décisions au sujet de l'Institut international de Documentation aussi bien que du Congrès de Paris. Mais qu'on ne s'y trompe pas. Il ne s'agit pas seulement d'une question d'ordre pratique, de relations, si l'on peut dire, de voisinage, et éventuellement de collaboration. A propos de la documentation se pose à qui réfléchit un problème qui va fort loin, qui touche au rôle même des bibliothèques dans le monde moderne. De ce problème et d'autres encore, de nature générale, je voudrais, puisque nous voilà réunis, dire quelques mots.

Les transformations immenses qu'ont provoquées les grandes inventions du XIX<sup>e</sup> et du XX<sup>e</sup> siècles, l'avènement de nouvelles conceptions philosophiques et morales, les besoins nouveaux nés

d'une vie toujours plus rapide et trépidante, toute cette révolution à la fois technique, économique, et sociale dans laquelle notre monde se trouve engagé, ne pouvait demeurer sans influence dans le domaine du livre et des bibliothèques.

La plupart de nos contemporains pressés et pratiques ne se soucient plus du passé. Il n'y a plus que l'actualité. Les humanités cèdent à la spécialisation. L'homme cultivé fait place au technicien. L'étude est abandonnée pour l'information, pour la recherche rapide du renseignement sur la question du jour ou le dernier perfectionnement réalisé. Autour des bibliothèques générales ou à leurs dépens se multiplient les bibliothèques spéciales; aux bibliothèques de conservation s'opposent celles d'utilisation. L'imprimé—bien allégé depuis le temps des lourds in-folios—prend des formes de plus en plus variées et, si j'ose dire, de plus en plus dynamiques. Le périodique envahit tout. Le périodique, c'est le livre en mouvement. Sa périodicité s'accélère. La revue trimestrielle ou mensuelle fait place à l'hebdomadaire; l'hebdomadaire au quotidien; le quotidien à son tour paraît en plusieurs éditions. Et plus rien qui ne soit illustré. Mille bulletins, rapports et feuilles de toute espèce pullulent, multipliés par des machines ou procédés nouveaux dont certains—photochimiques—n'ont plus rien de commun avec l'invention de Gutenberg. Comment les bibliothèques doivent-elles traiter, maîtriser cette production incessante, torrentueuse et multiforme? Comment faut-il tirer parti de la matière immense, souvent précieuse, qui s'entasse, sous forme d'articles, dans les innombrables numéros de périodiques, et trop souvent s'y perd dans l'oubli?

D'autre part ont surgi, à côté du livre, de nouveaux moyens de conservation de la pensée et des faits et gestes de l'homme. Les films photographiques et les disques gramophoniques sont des documents visuels et auditifs dont beaucoup méritent d'être conservés au même titre qu'imprimés et manuscrits, si bien qu'auprès des bibliothèques se créent des «discothèques» et des «filmothèques.»

Dès lors se fait jour peu à peu une conception en partie nouvelle, celle des centres ou services de documentation. Ce sont, nous dit-on, «des organes essentiellement actifs» qui rassemblent

ou utilisent quelle qu'en soit la forme, tous les documents utiles à leur spécialité et qui, dépouillant les périodiques, répertorient les articles, constituant des dossiers de petits imprimés ou de coupures de presse, sont en mesure, grâce au réseau d'information qu'ils constituent entre eux, de fournir sur n'importe quel sujet, et particulièrement d'actualité, aussi bien économique ou technique que scientifique ou littéraire, une documentation précise, toujours à jour.

Aux yeux des «documentalistes»—c'est ainsi qu'ils s'appellent—les bibliothèques apparaissent comme une partie d'un ensemble plus vaste qu'ils désignent précisément sous le terme très général et mal défini de «documentation».

On peut reprocher à ces conceptions, qui ne sont pas sans contenir une large part de vérité, d'être sous certains rapports trop théoriques et schématiques, et à d'autres égards par contre nullement nouvelles; de présenter des visions d'avenir comme des réalités et de trop ignorer en revanche ce qui se fait déjà sans bruit sur une large échelle dans beaucoup de bibliothèques. Celles-ci sont et demeureront longtemps encore la source sinon unique, du moins essentielle, de la documentation. Loin d'être, comme certains documentalistes voudraient le donner à croire, de simples collections de livres, les bibliothèques sont généralement des organes fort actifs de la vie intellectuelle. La documentation, non seulement dans l'acception la plus large de ce terme, mais au sens restreint, est une partie de leur tâche, et il y a longtemps que celles de certains pays, notamment les «special libraries» anglo-saxonnes et les «reference libraries» américaines, ont réalisé des services qui font d'elles exactement des «centres de documentation». C'est dire que si la distinction entre ces derniers et les bibliothèques paraît plus ou moins nette dans certains pays, comme la France, elle est souvent dans d'autres contrées pratiquement impossible ou fort malaisée. Mais si discutables que soient certaines idées des documentalistes, elles n'en sont pas moins le symptôme d'une situation nouvelle, de besoins nouveaux auxquels beaucoup de bibliothèques de notre vieille Europe, figées dans des traditions respectables mais surannées, seraient sages d'accorder leur attention et de s'adapter progressivement, si elles ne veulent pas voir finalement se dé-

tourner d'elles le courant de la vie moderne et l'intérêt public. Bibliothèques et centres de documentation, dans le mesure où ils se distinguent les uns des autres, sont faits pour coopérer.

La question de la documentation intéresse principalement les bibliothèques d'étude et leurs relations avec les travailleurs intellectuels. Il est un autre problème qui concerne surtout les bibliothèques populaires dans leurs rapports avec les pouvoirs publics.

En dépit du matérialisme que l'on reproche souvent, à tort, je crois, à notre époque, l'intérêt que ces pouvoirs témoignent aux bibliothèques ne diminue, dans l'ensemble, en aucune façon, et nous en avons pour preuve le nombre considérable de créations, de nouvelles constructions, d'améliorations et d'innovations qu'on leur doit ou qu'elles ont encouragées dans ce domaine depuis la guerre mondiale. Les pays dits à régime totalitaire ou de dictature—quelle que soit la forme de celle-ci, personnelle ou collective, et quelle qu'en soit la couleur, rouge, noire, brune, ou autre—n'accordent pas moins d'attention que les autres à la lecture publique. Bien au contraire. Le ministre de la guerre de l'un d'eux n'a-t-il pas déclaré que l'esprit est une chose plus importante que les armes et que le fusil ne va pas sans le livre? Le chef d'un autre Etat a résumé une pensée analogue dans la formule lapidaire: «Livre et fusil», affirmant par là que la formation des cerveaux importe autant que la force matérielle pour la grandeur de la nation. La sollicitude pour la lecture se maintient donc; s'accroît même. Mais elle change de nature. La lecture publique est considérée comme une des forces qui doivent être subordonnées et utilisées, comme toutes les autres, aux fins supérieures de l'Etat. Dès lors on cherche logiquement à contrôler la production, l'importation, l'exportation, et la consommation des livres; à en régler, orienter et filtrer le flot. On a procédé en plusieurs pays à l'épuration des collections, à l'élimination de certaines catégories d'ouvrages, au développement de certaines autres, à la création de services officiels de lecture chargés de classer les nouvelles publications en recommandables ou non recommandables selon qu'elles sont estimées utiles ou nuisibles aux buts suprêmes de l'Etat. C'est en somme l'inauguration, dans le domaine intellectuel, d'une sorte d'économie

dirigée qui fait rentrer le livre et les bibliothèques dans les moyens d'action de l'Etat et tend à faire des bibliothèques populaires une institution politique.

Nous n'avons en aucune façon à juger ici en quoi que ce soit ces conceptions et interventions. Nous voulons seulement, comme il convient, marquer leur importance sous le rapport professionnel. De ce point de vue, nous constatons d'abord que ces conceptions comportent un hommage implicite rendu à la puissance du Livre, véhicule des idées, et à l'importance des bibliothèques, distributrices de nourriture spirituelle. Nous constatons en second lieu qu'elles posent aux bibliothécaires, surtout à ceux des bibliothèques populaires et de vulgarisation, des problèmes nouveaux, souvent délicats, et nécessitent des travaux d'organisation, de transformation et d'adaptation qui sont en tous domaines une des caractéristiques de notre époque.

Mais le problème de la *sélection* et de la direction *des lectures* ne se pose pas seulement dans les Etats dits totalitaires. Il s'impose de façon plus générale, et sur un plan supérieur, à la réflexion des bibliothécaires de tous pays.

Le XIX<sup>e</sup> siècle, dans son étonnant optimisme, a vécu dans la persuasion qu'il suffit d'instruire l'homme pour le rendre meilleur et plus heureux. Répandre des livres semblait une bonne œuvre qui se suffisait à elle-même. On répétait qu'ouvrir une école ou une bibliothèque, c'était fermer une prison. On croyait que la Science, avec grand S, apportait automatiquement le Progrès, avec grand P. La guerre mondiale a montré aux plus aveugles que c'était là une grande illusion, qu'en fait la Science est un instrument dont on peut user fort mal et qu'une civilisation purement intellectuelle n'est qu'une barbarie savante. On a senti à nouveau, bien vivement, la vérité de la parole du vieux Rabelais: «Science sans conscience est la ruine de l'âme.» On a compris que si le livre est indispensable—et il l'est plus que jamais—il ne suffit pas à lui seul; mais que la diffusion de l'instruction n'est rien sans un travail de réflexion, de critique, de réelle assimilation, et si l'éducation morale ne marche de pair avec le progrès des connaissances.

Dès lors la tâche du bibliothécaire est moins aisée. En répan-



dant jadis avec une neutralité absolue et un libéralisme illimité des livres de toutes natures et tendances, il avait généralement la persuasion de faire une œuvre qui ne pouvait être qu'excellente. La lecture avait en elle-même une vertu. Le nombre d'ouvrages consultés ou prêtés donnait la mesure de l'utilité et de la bienfaisance d'une bibliothèque. Le bibliothécaire trouvait sa récompense dans la statistique. La question apparaît de nos jours autrement complexe et s'approfondit singulièrement. Des chiffres en hausse ne suffisent plus à satisfaire et rassurer les esprits que préoccupe le problème de la qualité.

En présence du flot incessant des productions littéraires et scientifiques, ou pseudo-scientifiques, et de tout ce qu'il charrie de médiocre, d'inutile ou de nuisible; en présence de l'indigestion intellectuelle dont trop de lecteurs offrent des symptômes pour avoir avalé au hasard n'importe quoi; en présence de la trompeuse demi-culture à laquelle aboutissent des méthodes de vulgarisation qui encombrant la mémoire sans former l'esprit, le bibliothécaire soucieux de l'avènement d'un monde meilleur se demande ce que, pour sa petite part, il pourrait faire, après ce qu'on a déjà tenté.

Comment rendre plus judicieux le choix des acquisitions? Comment mieux orienter ou guider le lecteur? Comment approprier plus exactement chaque lecture à la nature, aux capacités, aux besoins de chacun? Comment établir la collaboration nécessaire avec toutes les institutions qui s'occupent d'éducation, dans l'acception la plus large du terme? Comment les seconder efficacement dans leur œuvre pour aider à une assimilation véritable de la pâture intellectuelle? Ces questions, et d'autres, qui offrent ample matière à discussion, font sentir davantage au bibliothécaire la difficulté et par là le poids de sa tâche, mais aussi l'importance de sa mission sociale et les possibilités de développement qu'elle offre.

Qu'on me pardonne d'avoir soulevé mainte question sans y répondre. Mon but n'était en les évoquant que de situer nos travaux dans l'atmosphère voulue, celle des problèmes de notre époque, des préoccupations qui s'imposent à un nombre croissant d'entre nous.

## UNION CATALOGS<sup>1</sup>

WILLIAM WARNER BISHOP

ORIGINALLY the title of this paper was "Some thoughts on union catalogs." That seemed a bit stilted and reminiscent of the eighteenth century. But that title really stated my purpose, which is to call to the attention of catalogers some of the new administrative problems and perplexities which the recent rapid growth of the movement for union catalogs has brought in its train. The subject is not new. Over twenty years since, in an address<sup>2</sup> to the New York State Library School—as it was then—I called attention to the imminence of these problems connected with union catalogs. But with recent developments involving the use of W.P.A. workers in these depression years there has sprung up almost overnight a whole series of proposed and actual union catalogs which raise new difficulties and puzzles for catalogers and administrators. To some of these I invite your attention.

It may be serviceable, however, to consider first European union catalogs. Mr. J. H. Pafford of the National Central Library in London, in his book on *Library cooperation in Europe*, gives a very good summary of the history and growth of these European union catalogs. For us, perhaps, the most significant are the great *Gesamtkatalog* in Berlin and the Regional Union Catalogs in the National Central Library in London. As is well known, the Berlin Union Catalog is appearing in printed form after thirty years of preparation and of the accumulation of materials in card form. Seven volumes are already in print. I hope every American library has considered the possibility of subscribing to this wonderful Catalog. It is not too late still, for the lists remain open, and there is no question that the Ge-

<sup>1</sup> An address to the Catalog Section of the Tri-State Meeting of Librarians at Toledo, October, 1936.

<sup>2</sup> "Cataloging as an asset," in *The backs of books*, pp. 125-48.



*samtkatalog* is worth all it costs to any scholarly library. That Catalog lists the holdings of not only the great State Library of Prussia, but those of all the fourteen Prussian university libraries, the National Library of Austria, and the important State Library at Munich. There is an extensive (and most instructive) literature in the German professional press on its organization, its growth, and its publication in book form.<sup>3</sup> Only the co-operation of libraries the world over has made that publication possible. Hence we may all take a legitimate pride in what is really a marvelous feat of administration. The difficulties which have been successfully surmounted are simply innumerable, and the courage which ventured on publication at a time of national and international financial crisis is beyond praise. Valuable as the British Museum *Catalogue* and the Bibliothèque Nationale's *Catalogue générale* have been, the Berlin *Katalog* is likely to surpass them in practical, everyday use, chiefly because of its union catalog feature. The *Gesamtkatalog* is a union catalog—not a printed catalog of a single library, however rich that library may be. Incidentally, the same underlying principle has made possible the success of the monumental *Gesamtkatalog der Wiegendrucke*.

Not to mention certain other national union catalogs in card form—those of Switzerland and the Netherlands, for example—let me call your attention to the regional catalogs now being compiled at the National Central Library in London. These also have given rise to a considerable body of professional discussion in print—well summed up in Mr. Pafford's book.

As is well known, London has no central municipal authority and no unified library system. Each borough—there are twenty-eight of them—has its own public library, and, in addition, London, like all large cities, has a vast number of independent and separate libraries of all sorts, ranging from the great British Museum to the highly specialized libraries like those of the India Office or the Inner Temple. There has never been any

<sup>3</sup> Of these the epoch-making article by Milkau on "Centralkataloge u. Titeldrucke ..." *Beihefte zum Zentralblatt für Bibliothekswesen* (Leipzig: Harrassowitz, 1898), Vol. XX, is the most valuable.

central catalog of these libraries. In fact, the attempt to make one has fairly baffled the administrative officers of the whole group. It remained for the National Central Library to inaugurate a simple and not very costly plan for a union regional catalog of the non-fiction books in the borough libraries which will ultimately include the holdings of a large number of other London libraries as well. This is part of its present plan for a complete catalog of non-fiction in the southeastern region of England. These regional catalogs are later to cover the country and are designed to be the basis of a complete system of inter-library lending which will put the resources of the entire country at the disposal of any investigator. Where printed catalogs exist, they may be used, of course. But in a few years the National Central Library will have covered the entire country as it has already completed the union catalog of the London boroughs.

Now, anyone can sit down and produce on paper a marvelous scheme for a union catalog or a universal bibliography. Quite a few librarians have indulged themselves in such dreams, and some have printed plans of a most grandiose nature. But here is a successful scheme, actually carried out, reaching a long way toward its ultimate goal, and already in active use—as was the German central catalog for many years before printing was begun. The English plan is a “slip” or “sheaf” catalog made in each library by direct copying from its catalog, using carbon paper to produce multiple slips (four copies) for filing in several catalogs. By an ingenious system of numbered squares at the bottom of the slip it is possible for other libraries to note additional copies as the slips are sent around under the direction of the central office. Thus a single copying of an entry in the first library supplies the record of author, title, imprint, and so on, while each additional library adds a check (or star) in its own little numbered square, to signify its ownership of the book. Of course, the library likewise adds any other titles appearing in its alphabetical catalog of authors before the slips go on to the next library. As the slips are handled only by the cataloging staff, the thin paper used causes little difficulty. Ultimately the slips are filed in the sheaf catalog in the National Central Li-

brary. Some day they may be printed, and the job of preparing copy for publication will be a huge and complicated editorial task. It will not be an impossible task, however. The real job is to find the money which publication will require.<sup>4</sup>

In advance one might imagine with great reason that there would be enormous editorial difficulties in even the comparatively simple scheme of the National Central Catalog. As a matter of fact, these difficulties have been neither extensive nor insurmountable. The original catalogs have been, on the whole, very well made, and the borough libraries do not run to books presenting great bibliographical difficulties in description or identification. The basic cataloging code has been the same in most of the libraries. The copying is done by persons trained to this work, and it has been supervised by the cataloging staff of each library. The editorial work arising in filing has been done at the National Central Library. Whatever may be predicted as to the difficulties of this plan, let me repeat that it has been worked out successfully at a small cost for editorial and supervising services and with a minimum central operating force. We have ample testimony as to the practical value and use of this series of regional catalogs in actual, everyday library work. Just as in the Netherlands one may find out—by a reply postal card sent to the Royal Library at The Hague—where a desired book is located in that country, so in England an inquiry by a library addressed to the National Central Library generally results in locating a copy of a book which may be lent. The resources of the entire country will thus ultimately be at the disposal of a serious student, wherever he may be located, in Great Britain or abroad. Every step toward reaching this goal is worth while. And it is just as worth while for us here in America as it is in Great Britain, or Germany, or Switzerland, or Holland.

Before speaking of our own national Union Catalog in the Library of Congress, let me bring to mind the series of national union lists published by the H. W. Wilson Company. The first and most valuable of these was the *Union list of serials*, truly a monumental undertaking whose value in interlibrary loans is

<sup>4</sup> See Hilda M. Moore, "The mechanism of regional cataloguing," *Library Association record* (December, 1935), pp. 561-68.

incalculable. Let me ask you to recall the long and costly task of preparing the entries in each library to be sent to the central editorial office. I fancy none of us who took part in that work will forget it and its lessons for our own catalogs. Nor will library administrators easily forget their work in finding in their crowded budgets the money necessary to pay for the compilation of titles and the record of holdings, to say nothing of discovering the money needed for subscription to the completed work. The book with its two supplements is a model of printing and condensation. But it has cost a lot—as every worth-while bibliographic undertaking costs a lot. And now the Committee is warning us to get ready for a second edition! Well, it has to be done! Serial publication is the modern method of reporting the results of research the world over. The financial worries of the past five years have played havoc with subscriptions, but nonetheless there has been since the first publication an immense augmentation in serial holdings the country over. A revised edition, perhaps planned to include the holdings of a greatly increased number of libraries, is a virtual necessity. This, then, is a union catalog in book form, covering the country, but not inclusive of all libraries—only a highly selected group. There are, for example, large geographical areas with no representation. Various efforts are now being made to supplement these deficiencies, in the Rocky Mountain region and in the southeastern states, for example. It is a decided handicap to interlibrary loans in aid of research to find no nearby libraries represented in the *Union list of serials*. Likewise the omissions throw an undue burden on certain libraries whose lending policy has been liberal, while libraries not greatly distant are overlooked just because their holdings are not recorded in the *Union list*. These are editorial problems, perhaps, but they concern us all as well. The more they are understood and discussed by many librarians, the greater the prospect for success in a new edition of the *Union list of serials*.

I need not remind you of the companion volume of the *List of the serial publications of foreign governments* and of the forthcoming *Union list of newspapers in the libraries of the United States and Canada*, on which so much effort is now being spent.

These are to be followed by Union Lists of International Congresses and of *Festschriften*, the latter duly analyzed.

It may be pointed out that these are all printed union catalogs of materials special in form or manner of publication. They are not general in their character, nor do they represent all the books in any library or series of libraries. The publications recorded are selected on what might almost seem an accidental basis—their appearance at stated intervals (periodicals, newspapers, and governmental serials), or their special character (proceedings of international congresses or commemorative volumes of articles). Thus these immensely valuable and practical union lists do not represent any one subject—such as botany, or statistics, or the English language—or any single library or region. They are true national union catalogs of certain specific kinds of printed materials found in a group of libraries. They are not actual union catalogs of the libraries of a region, a locality, or a country. The cataloging problems which their compilation presents, therefore, are decidedly specific and quite limited in their range. With the exception of the *Festschriften* practically no personal names are involved, for example, save as they occur in very occasional titles of journals. I shall not deny that serials, governmental and private, that newspapers and international congresses present many difficult problems for catalogers. As a former head-cataloger I know them all too well. But the editorial job in each one of these works is at least somewhat simple as compared with the task confronting the editors of the *Gesamtkatalog*, to cite but one instance. Nor does the history of any of these forms of publication go back beyond the seventeenth century, while the mass of publications to be handled lies in the nineteenth and twentieth centuries. These facts are important in any comparison of costs and of the time of editorial work. On the other hand, an astonishing variety of languages is represented in each group thus far published, with the resultant editorial perplexities.

By far the most ambitious and the largest union catalog in America is that in the Library of Congress. Its history, scope, and use are fully described in the various annual reports of the Librarian of Congress and recently in a brief statement made

at the request of the A.L.A. Committee on Resources of American Libraries. This statement is printed as an Appendix to the *Report* of the Informal Conference on Union Catalogs held last April in Washington and recently published by the American Library Association.<sup>5</sup> I assume that the history and the functions of this great Union Catalog are at least fairly familiar to you. There are some very important differences between the Library of Congress Union Catalog and the huge Central Catalog in Berlin and other European union catalogs. In the first place, the Washington Union Catalog, though conducted under governmental auspices, was financed for a number of years largely through the private benefaction of Mr. John D. Rockefeller, Jr., and has been augmented and kept up to date by purely voluntary efforts on the part of librarians. In the case of the *Gesamtkatalog* the Prussian government, acting through an office of the Ministry of Education, laid down regulations and rules for compiling entries, selected the Prussian libraries to contribute, provided the necessary means for their contributions, and saw to it that the libraries did their share. Later certain additional libraries (all state-controlled) volunteered to send in their entries, conforming to the Prussian *Instruktionen*, thus greatly enhancing the value of the *Gesamtkatalog* in both its printed and its card form. Here in America there has been no such direction nor any such power to compel compliance with either the obligation to contribute titles or with the form of entries supplied. To be sure, a large part of the catalogs of Harvard University Library was copied at the expense of the Rockefeller grant. But most of the other contributions have been wholly voluntary, depending on the co-operative spirit of American librarians.

Another feature in which the Washington Union Catalog differs from certain others is that (with the exception of the copying of Harvard cards just referred to) the contributions represent at present a selection from the catalogs of other libraries. They do not (with perhaps a few minor exceptions) represent completely any library or group of libraries, save for a few printed catalogs of important special libraries which were

<sup>5</sup> Chicago, 1936.



cut up and mounted for insertion in the Library of Congress Union Catalog. Thus the inquirer can never be absolutely sure that the book he is seeking may not be in some neighboring library whose contents are either unreported or reported only in part to Washington. Moreover, most American research libraries have been in a position to send in only cards manufactured in rather recent years. In the earlier stages, before the Union Catalog was used so much as is fortunately now the case, libraries discovering an L.C. card for an important accession failed to report it at all, on the theory that the Union Catalog was composed of cards for books *not* owned by the Library of Congress. A single illustration will suffice: Yale University Library has perhaps forty thousand volumes printed in Latin America. Many of these were acquired long since. Some ten thousand entries have probably been reported to the Union Catalog during the past decade, leaving some twenty-five or thirty thousand unreported. That is manifestly not a satisfactory situation. Again, the University of Michigan has sent to the Union Catalog copies of all the cards it has printed for many years. But we never print cards for books for which we can discover Library of Congress cards or for which we have reasonable assurance that Library of Congress cards will be printed. Thus we have acquired—and not reported—thousands of valuable books which may well be extremely useful to an investigator, say in Cincinnati or Indianapolis, but which have no record in the Union Catalog. Only recently have we made a practice of buying an extra Library of Congress card in order to report ownership of books going into our Rare Book Rooms. So now we report all additions for which L.C. cards are not found, and a certain number—say about a thousand a year—of our rare books as they are secured or recataloged. This, too, is far from a satisfactory condition. We also have older collections of great value unreported. And as we report only what seems to us librarians valuable and somewhat unusual, who shall say that we do not make serious mistakes of judgment? For, as we all know, what is thought not particularly valuable today may become immensely important in some future research.

So our national Union Catalog is neither complete nor wholly satisfactory. It is hardly even national, for many libraries do not contribute at all and some regions contribute very little. It cannot be too strongly urged that all libraries contribute entries for unusual works and that some libraries (to be carefully selected) be given the means to contribute all their holdings, both current and ancient. For it costs money to do this job—not very much to send in cards for current accessions, but a great deal to copy complete holdings. There are some fifteen million cards now in the Union Catalog. A fair portion of these are for duplicate entries, which is all to the good from the standpoint of interlibrary loans. But this huge figure does not represent the holdings even of the so-called research libraries of the United States. To help make our national Union Catalog more complete and to use it freely in aid of serious readers are two pressing duties which I would urge on all librarians. The director of that Union Catalog will welcome any and all entries—the fuller the better, though even short cataloging is acceptable if the main entry conforms to the A.L.A. Code. Most of the larger libraries now contribute titles. But the research strength of the country is not in the larger libraries alone. General libraries of lesser size almost without exception have important special collections, while specialized libraries may own the only copies of important books available within a thousand miles.

Another and less familiar type of union catalog is that very adequately represented by the exchange of cards between North Carolina and Duke universities. Located some ten miles apart, these two university libraries until very recent years operated quite independently. Finally they began an exchange of catalog cards, each filing all the cards of both libraries in a single series. I shall not weary you with the technical details involved in reaching this final result—which are, nevertheless, an interesting story in themselves. It is enough to say that now each university library has a complete catalog of the holdings of both libraries. What is the result?—a startling increase in lending between the two, rising to an increase of 700 per cent in the first year of the complete operation of the system. And



that amazing growth in co-operative use does not by any means tell the whole story, as numerous students and professors go themselves to the other university to consult books rather than seek to borrow them through interlibrary loan. The distance is hardly greater—and much shorter in actual time—than that between the Polytechnic Institute of Brooklyn and Columbia University, for example. But so far as I know, up to the present time no one has ventured on the task of a union catalog of any sort between libraries of institutions of higher learning in New York City. To come back to North Carolina—there are immediately apparent practical results in co-operation in purchasing and in agreements between the two universities as to fields of specialization for each. I have no doubt there will arise in North Carolina further instances of co-operation based on this definite and certain knowledge of what each university owns. Probably the greatest need of research in America today is exactly this sort of basic knowledge. And it is significant that programs of co-operation can be formed only on definite data of this sort. Vague good wishes toward co-operation are not worth much. A plan of action based on definite information is a very different thing. And what we need the country over is this definite and precise information as to the location and availability of actual books.

There are probably other instances of this sort of union catalog. I wish I knew of them, and I shall be very happy to learn of any such practical and successful attempt at a complete exchange of catalog cards between two or more libraries which are near each other. This is real local co-operation. A more familiar type is the exchange of cards supposed to be of interest to persons using another library. As an instance I may mention the cards for books of general, or at least not necessarily legal, interest which our Law Library supplies to the General Library at the University of Michigan. There is really no need to supply us with cards for legal treatises, statutes, and reports. People know enough to go to the Law Library for these. A similar example is the contribution by the University of Chicago of cards covering books of medical interest to the Union Catalog of

Medical Literature in the Chicago area maintained at the John Crerar Library. Another is the contribution of cards for books in the White Folklore Collection of the Cleveland Public Library to the General Library of the University of Michigan. These have resulted in a great increase in lending between Cleveland and Ann Arbor.

Very recently there have come forward enthusiasts who have insisted on the practical value of union catalogs of great cities, covering all the books in all the libraries of a city or metropolitan area. It should be noted—perhaps with some regret—that in certain cases the pressure has come not from librarians but from persons whose need for books cannot be satisfied by any one library. We may as well admit, however, that this whole union catalog business is not in the interest or to the advantage of librarians directly. Each of us can manage his own library or his own catalog department perfectly well—and perhaps much more easily—without bothering himself about the contents of any other library whatever. Co-operative cataloging, purchasing, and use are all designed for our clients, for those who use our service. All these useful and growing practices mean labor, trouble, administrative difficulties, and problems for the librarian, who is always, in Sam Walter Foss's phrase, "trying to expend a dollar when he only has a dime!" There is very real danger that we may be rushed into them without having the money to carry them out or (more important!) to keep them up. Still, our whole work is furnishing service. Even the "library keeper" of ancient days knew that. And we simply must reckon with this seemingly importunate and even impossible demand for regional or local union catalogs.

In Philadelphia, a couple of years ago, a group of professors and a few younger librarians (perhaps a bit rash in disposition and habit) began urging a union catalog of the Philadelphia metropolitan area, thus taking in the suburbs where some of the important colleges lie. This project finally took definite form as a W.P.A. scheme. The direction has been expert and has been furnished in part by the Carnegie Corporation through a grant to the project, which is conducted by a local committee.

The labor has been that of unemployed persons, chiefly typists. The Philadelphia scheme—which is in very active operation—has been marked by several new methods designed to put through a big job in a big hurry with mostly unskilled—or at least untrained—labor. Perhaps the most spectacular of these methods is the use of film-copying cameras to photograph the catalogs of the one hundred and twenty libraries in the metropolitan area. Now these catalogs, of course, contain many subject cards of all sorts, and this is to be a union catalog of author cards, covering, however, all the books, prints, maps, and newspapers recorded in the catalogs of all these libraries. As I understand the process (perhaps not perfectly), the mechanical camera is used to make a continuous film of all author cards after a process of selection. That selection has to be made somewhere, of course, and before filming a trained cataloger has to throw out irrelevant cards. It takes a very short time (only a few hours) to make a film copy of the entire body of author cards for even a large library. The film copies are the basis for the union catalog.

Then comes the card-producing process. Unemployed typists were given three weeks' intensive training in copying cards. It is claimed that they became expert in this particular kind of copying in this brief time. A Recordak projector holding a roll of film is used to throw the image of a catalog card on a screen (inside the projector), and the typists proceed to copy the image onto a standard-size card. Thus the catalog in each library is out of use a very short time—really a very few hours only. Films which can be enlarged for reading are then copied, and the resulting typewritten cards are manufactured at a very speedy rate. Of course there follow the process of filing and then the huge task of editing, or, perhaps we should say, revising. The filers are likewise W.P.A. labor, working under expert direction. But the revisers are not. They are trained catalogers. Contrast this with the London method in which the slips are typewritten in each library under the direction of its own catalogers.

I have passed over innumerable difficulties which arose—and still arise—as this process has been worked out. I likewise

forbear to comment on the various technical objections which any head-cataloger might, and probably should, raise to certain features of the work. The fact remains that the Union Catalog of the Philadelphia Metropolitan Area is being successfully produced by a combination of expert direction, mechanical (photographic) copying, and governmental, unemployed labor for typing and filing. How good the job is remains to be seen. Any number of suggestions were made—some by myself—for variations from this process, for the use of L.C. printed cards as a basis for recording holdings by checks or stamp on the margin and back (the best suggestion of the lot, it seems to me), for direct enlargements from the recorded film, and so on. But the hard necessity for using as much untrained labor as possible has governed the decisions. I have my very grave doubts whether the result is anywhere near as good as might be the case were other methods, both slower and more costly, employed. But this combination of film-copying plus unemployed typists plus an expert direction is producing a union catalog of a very large area in a very short time at a possible cost. Cleveland is embarking on a similar project. Probably other areas or cities will do, or are now doing, the same thing. This type of union catalog is an accomplished fact. There is unquestionably much to be desired in the final result—but nonetheless that result is a practical success.

There is one feature of the Philadelphia plan which seems not to be sufficiently worked out. Provision for keeping up the continuous contributions of all the libraries, for future filing, and for permanent support is admittedly lacking. It is hoped that the success of the venture will insure these necessary contributions toward its maintenance. Without such support the value of the undertaking will quickly diminish. One need only recall the melancholy fate of the great universal card catalog in Brussels to learn how serious is the problem of continuing support. Those who are carrying on this Philadelphia project feel confident that its very usefulness will bring the necessary permanent support. Let us hope they are right.

I forbear enumerating other types and plans of union catalogs. There are at least half a dozen more which present interesting

variations. There is one matter in them all which is of supreme concern to catalogers. Photography is bound to be the chief agent in any of these schemes. Are your cards so well made that you are willing to have them photographed and the resulting copy seen by thousands of readers? Frankly, the chief reason why technical experts refused to consider very seriously the process of direct enlargement of the film record of the catalogs of the Philadelphia libraries was the very poor type of cards found in a very large proportion of the catalogs of those libraries. Only a somewhat small fraction of the one hundred and twenty libraries was found to have used Library of Congress printed cards to any considerable extent, for example. And, of course, in any of our older cities libraries will be found to have thousands of manuscript cards which may or may not be well made. The responsibility of the cataloger who made these original entries still exists, just as it must always exist. No amount of mechanical aid is going to diminish or alter it. Union catalogs are sure to be based on local catalogs, and that means on the work of each cataloger. Brains plus training will still be the chief equipment required of a cataloging staff. And when I think of the administrative problems involved in combining into a workable whole millions of entries from hundreds of libraries, I bow humbly before the coming union-catalog experts. I go back to the days when the first step in a cataloger's training was learning to write (or print) a library hand. I saw the typewriter slowly replace hand copying, and then the unit card replace the multiple cards for each book. Then came printing, and then the Library of Congress card. Now photography seems to be coming in to replace or supplement print. But I have never seen the intelligent cataloger displaced, nor have I ever seen an oversupply of intelligent catalogers. Union catalogs are here; they will increase and multiply. But they will always be based on the work of the trained cataloger, now grown to an administrator. No longer is the cataloger's work mechanical. It was when he wrote all the cards, or even when he typed them. Machinery has freed the cataloger from much hand labor. But it cannot and never will take the place of brains.

## JOHN COTTON DANA

HAZEL A. JOHNSON

**J**OHN COTTON DANA (1856-1929) was graduated from Dartmouth College in 1878. The ambition he had cherished, to practice law, was not realized because ill health twice interfered; in 1880 it was necessary for him to go to Colorado, where he became a surveyor, and in 1883 after he had returned to New York, where he was admitted to the bar, he was obliged to return to the West—first to Ashby, Minnesota, where he engaged in newspaper work, and again to Colorado, where he worked as a civil engineer and as a teacher. He is said to have been interested always in educational work; so it is not surprising to find him, in 1889, librarian of the Denver Public Library, then under the supervision of the city department of education, as well as secretary of the board of education.

In the July, 1889, issue of the *Library journal* is printed Dana's first communication on library questions. He described the plan of the newly organized Denver Public Library and wished the editor to assist him in getting "circulars, notices, suggestions, lists, catalogs, ideas and God speeds from the brave army of librarians," and he hoped particularly to make "the acquaintance of his brothers in books."<sup>1</sup> Another letter to the *Library journal*, in 1890, bears witness to the fact that he was already actively interested in library practices and problems.<sup>2</sup>

The American Library Association Conference of 1891 was held in San Francisco, and a group of eastern librarians who stopped in Denver on their way were able to persuade the Denver library trustees to pay Dana's expenses to the meeting because of his marked success in the Denver Public Library. He spoke at the Conference of the then somewhat revolutionary

<sup>1</sup> J. C. Dana, "Denver [Colo.] Public Library," *Library journal*, XIV (July, 1889), 304.

<sup>2</sup> "Good words," *ibid.*, XV (1890), 324.

library practices in operation in the Denver Public Library, such as the lack of printed rules, access to the shelves—even including the reference collection—and the emphasis upon service to readers and students rather than upon perpetuation of library tradition. His statements caused some unrest, and the presiding officer quickly decided that the time was too limited for discussion. It was suggested that those who wished to consider the subject in greater detail might meet informally afterward. As at this time—Dana's first appearance at an American Library Association conference—he quickened interest and stimulated discussion, so he continued to do through the remainder of his life.

In 1896 he was elected president of the American Library Association, and his presidential address, "Hear the other side," was not designed to increase the self-satisfaction and complacency of those who heard it. He described the library, its patrons, and their selection of reading, and said:

I am stating the case plainly. . . . Has it not often come sharply home to every librarian—the hopelessness of the task we assume to set ourselves? The triviality of the great mass of the free public library's educational work? The discouraging nature of the field? The pettiness, the awful pettiness of results?

Nor is this all. That we strive for great things and accomplish so little; that our output seems not commensurate with the size of the plant and the cost of its maintenance, this is by no means the only fact which may rightly sober our enthusiasms.

. . . . To the observant eye our libraries are not altogether halls of learning; they are also the haunts of the lazy. . . . I have said that your library is perhaps injuring your community; that you are not of any importance among your own people. And these, you tell me, are hard sayings. In truth they are. I am not here to pass you compliments. If for five minutes we can divest ourselves of every last shred of our trappings of self-satisfaction, and arouse in ourselves for a moment a keen sense of our sins of omission, of things left undone or not well done, I shall be content and shall consider that we have wisely opened these Cleveland sessions. I would wish to leave you, here at the very beginning of our discussions, not indeed in the Slough of Despond, but climbing sturdily, and well aware that you are climbing, the Hill Difficulty. Others, I can assure you, will, long before our conference ends, lead us again, and that joyfully, to our Delectable Mountains.<sup>3</sup>

<sup>3</sup> *Libraries; addresses and essays* (New York, 1916), pp. 3-14.



Much of this address reads as though it might have been written today, and this is true of a very large proportion of Dana's writings. By reading, in chronological order, what he has written, it is possible to follow quite closely the developments which were taking place in Dana's lifetime, and to discover not only what problems were engaging the vital interest of his contemporaries in the library profession, but Dana's interpretation and solution of them as well. At the beginning he was greatly concerned with library construction and with the problem of open shelves; later he was engrossed with questions of special-library and museum management; toward the close of his forty years as a librarian he was interested in co-operative enterprises among libraries, adult education, and the place of the library in society—a subject which had always concerned him.

Dana was librarian of the Denver Public Library for eight years; in 1897 he went to the Springfield, Massachusetts, Public Library, where he remained until 1902, when he became librarian of the Newark Public Library. There he continued until his death in 1929. At the time of his appointment to the Newark Public Library the following note appeared in the editorial columns of *Public libraries*:

Mr. Dana represents the most advanced ideas in library work today. A scholarly man of fine temperament with a keen insight into the problems not only of the library world, but of life in general, radical but just in his views, with a deep sense of the responsibility of his relation to his environment, he has stood in the front rank of those who lead in his chosen field since he first entered the work.<sup>4</sup>

An editorial which appeared in the *Newark evening news* after his death said: "Perhaps Mr. Dana had the best of preparation for his life work in that he was not, by training, a librarian at all. This left him free to put in practice, theories based on his knowledge of life as it is."<sup>5</sup> However true this statement may be, it is certain that Dana looked upon libraries and library

<sup>4</sup> *Public libraries*, VII (January, 1902), 19.

<sup>5</sup> "A few notices from the press," *John Cotton Dana, 1856-1929* (Newark, N.J., 1930), p. 102.



work constructively as well as objectively, and many of the current library practices today follow methods first recommended and worked out by him in the libraries he administered.

Dana's intense interest in increasing the value and usefulness of libraries to society was evident from the first. He believed that the chief importance of the library lay in its contribution to the advancement of the social order:

The thing that is of great consequence in the work of the free public library is not its product in the shape of books, which are the result of careful research, or of books, which are contributions to science, art and industry; it is the work that the library does from day to day in stimulating the inquiring spirit, in adding to the interest in things, and in broadening the minds of the common people who form ninety per cent at least of the public library patrons. That is to say, the public library is chiefly concerned not in the products of education as shown in the finished book, but in the process of education as shown in the development and training of the library user, of the general public.<sup>6</sup>

Therefore he wished earnestly that the library's development and service might be adapted to meet the rapidly changing conditions and needs of the world of which it was a part. This wish is ably expressed in his articles, "All progress is change,"<sup>7</sup> and "Librarians should respond to the changes time brings."<sup>8</sup> He was deeply impressed with the tremendous increase of all printed materials, both the ephemeral and the permanently useful, and he felt keenly the library's responsibility of making that material available and utilizing it completely.

The legitimate field of work of a city's public library must, Dana believed, vary according to the local situation and with what the situation might require. He advocated that the library collection include all available factual material about the town or city which supports it. This material should cover not only the history of the city but also current information on such subjects as the character of the population, the industries, educational facilities, water supply, and problems of town and city development. In this connection the Newark Public Library accumulated municipal information, which was digested, ar-

<sup>6</sup> "Public library for the public," *Public libraries*, III (July, 1898), 243-44.

<sup>7</sup> *Library journal*, LI (April 1, 1926), 327.

<sup>8</sup> *Library, and the museum therein*, II (1925), 4-7.

ranged, and simplified; it was then issued on sheets for general use and especially for school children. The material was finally published by the city's educational authorities in 1912 as *A course of study on the city of Newark*.

Municipal reference branches, collections of books in various languages, deposit stations, traveling libraries, work with schools, and other helpful features should, Dana believed, be added to the system as necessary. In this connection special mention of the business branch of the Newark Public Library should be made. Wishing the library to be of the greatest possible usefulness to the city, which is chiefly an industrial center, Dana established a business branch in a very convenient location. It has met most successfully the needs of many business firms in Newark. For a time *The Newarker: a journal published to introduce a city to itself and to its public library* was issued by the library and distributed at a very moderate cost to the industrial firms and to the people of the city.

Dana was among the first to see that the library buildings given by Andrew Carnegie were not unmixed blessings; he strongly disapproved of libraries that were built as monuments or were designed primarily as ornaments for their towns. An elaborate library building does not make a library, he contended. His advice to "a citizen of Whereville" who asks, "Shall the library ask Mr. Carnegie for money with which to erect a building?" was: "Get a good librarian. Then, if you can't do better with the funds available, hire a room on the Main street on the ground floor, no matter if it is small. Give your librarian a flat top desk, a plain bookcase, \$500 in cash to buy books with, and tell her to go ahead."<sup>9</sup> In due time the best location and the most adequate type of building would be known, and the ultimate results must be more satisfactory. A building having the maximum space (that is, one covering as much ground as funds would permit), well lighted, with a minimum number of partitions and no fixtures, is the kind Dana most highly recommended. He was one of the most persistent advocates of open shelves,

<sup>9</sup> "On the establishment of a library," *Library journal*, XXXVI (April, 1911), 189-90.

though he believed in them not from the point of view of method, but rather as a means of engendering a friendly relationship between the library and its patrons. Expensive library-branch buildings in large numbers were, he believed, inadvisable, for branches might be housed in school buildings much more advantageously.

Competent librarians Dana considered of the greatest importance to a library's success. They should have scholarship, personal presence, a knowledge of library technique, and other important qualifications; but most valuable was what he called "bibliothecal skepticism, or . . . openness of mind, plasticity, adaptability, and the habit of inquiry. . . . Librarians," he said, "are especially subject to the troublesome disease of satisfacto-conformitum, because we are inclined to bookishness . . . to tendencies to accept things as they are . . . and because we are not in a business which is subject to keen competition."<sup>10</sup>

In 1902 Dana stated that librarians had already passed through four stages:

. . . the repository stage, when they did little more than collect and save; the identification stage, when they devoted themselves greatly to classifying, ticketing and cataloging their books; the memorial stage . . . when they surrendered themselves to the task of erecting Greek temples, Italian palaces and composite tombs; the distribution stage, wherein they find themselves outstripped by commercial ventures which saw that the novel had become as much desired as the daily paper . . .

and were just entering upon a fifth stage, "the critical, evaluating and educating stage,"<sup>11</sup> for it was in this attitude and spirit that he lived and worked.

Formal library training was not stressed in Dana's earlier articles. In the Newark Library there were apprentices who received a small wage in addition to their training. As he seems frequently to have done, he formulated, in 1901, a questionnaire which covered libraries' training of assistants and sent it to fifty-six of the leading libraries of the country. He was pleased to find that a large proportion of the libraries made attempts to train their assistants.

<sup>10</sup> "A helpful state of mind," *Public libraries*, X (April, 1905), 178-79.

<sup>11</sup> "Library problems," *Libraries; addresses and essays*, p. 66.

In 1924, when the American Library Association was studying the question of education for librarianship, he was not in favor of the movement toward standardized library training, and wrote:

1. The production and use of print have increased far more in recent years than has that part of print use which comes through libraries.
2. Libraries are each year less important factors in print using and consequently less important factors in life in general.
3. Money wages and wages of esteem of library workers are not sufficient to attract men and women of high ability and strong urge to accomplishment.
4. For the same and kindred reasons, relatively few of each new generation are drawn into library work.
5. Consequently, competent library workers are not easily found, and
6. Consequently, few people of outstanding general ability go to library schools, and
7. Consequently, as educational institutions cannot rise above the abilities of their students, library school courses are meagre, thin, and deal much with conventional details.
8. Degrees, titles, labels and true professionalism are the products of high accomplishment and not its causes.
9. Consequently, to proceed now to label libraries as of certain grades of excellence, and to give library workers the right to endue themselves with titles, labels, honors and degrees of any kind would be to put a mark of "well-done" on unfinished jobs.
10. When libraries and librarians have gained general high esteem for important service, the world will insist on entitling them well.
11. For libraries and librarians to proceed themselves to examine themselves, and as is the evident thought behind the proposal for such an examination, thereupon proceed to give themselves titles of excellence, is to boast of deeds not done.
12. "Standards of education" cannot be established for a calling which is yet in its infancy.
13. If they could be established, they would be infinitely harmful, for they would greatly strengthen the tendency already much too strong, to cast all libraries in the same mold, to check variation and experiment in an institution which has not yet found its place in society, is losing rather than gaining in its influence, and needs, even more than do most institutions, the stimulant of new ideas and of a pious consciousness of importance.<sup>12</sup>

Neither were certification and civil service control of library workers indorsed by Dana, though he said, in 1922, that certi-

<sup>12</sup> "Training for librarianship," *Library journal*, XLIX (May 15, 1924), 492.

fication was, in his opinion, sure to come, so that it seemed scarcely worth while to spend time and energy in opposing it. The work of the existing state commissions, which examined, standardized, and certified persons who wished to enter library work, had not been entirely satisfactory, and librarians generally seemed to believe that the commissions had interfered with the wise and proper selection of assistants, and that, consequently, the quality of library staffs had been lowered. Dana's arguments here again reflect his strong desire for flexibility and progressiveness.

In addition to his concern with the larger issues of library administration and librarianship Dana labored diligently to have even the smallest details of library work and routine managed simply, efficiently, and intelligently. One of the most widely useful publications he edited and helped to write is the series called "Modern American library economy," which describes in detail the practices of the Newark Free Public Library. In the Introduction to the series he has written:

Were there an ideal public library, managed in an ideal way, with ideal assistants, furniture . . . and general equipment, a detailed description of it would be of great value. As there is no ideal library, I have come to the conclusion after considering the subject for a number of years, that a full description of the actual work of a large library would be very helpful to librarians and students of library economy; more helpful even than the description of an imaginary or composite one.

Though this series was begun in 1908, and though several of its parts have required revision, it is still useful in its abundance of detail and in its treatment of a wide number of library problems.

Only through the integration of the work of its various departments can the library's public be well served, Dana believed, and to that end all library staff members should strive for the effectiveness of the library rather than for the prestige of their respective departments. Since the assistants on duty at reference and circulation desks are the library's best means of making known its resources and usefulness, their positions are of special importance. Work on reference questions, he believed, might easily be overdone. To increase the facilities for

reference work and to make the library serve more adequately, he developed the information file, the pamphlet collection, and the picture collection to a very high degree of completeness and usefulness in the Newark Public Library.

From the very beginning of his library career Dana was deeply interested in methods of art education, and in bringing people to see beauty in their surroundings—in the industrial civilization of which they were a part. He believed that every library, however small, should have a collection of pictures and prints, inasmuch as they could be quite inexpensively gathered and administered and would be very widely used, if the experience in his libraries were an indication of the need for this type of material. *The picture collection*, revised by Marcelle Frebault, and in its fourth edition, contains a detailed account of the methods of accumulating and arranging such a collection, as well as a list of subject headings to be used. Dana changed the name of the "vertical" file to the "information" file so that its purpose might be more clearly understood, and under his direction, a list of subject headings for this also was worked out and published.

To meet the need for handling efficiently and inexpensively the vast quantity of pamphlet material, Dana developed a plan for the arrangement of pamphlets which would make them easy to find and which would also indicate the contents of each. He devised a system of color-bands to be applied to the backs of the pamphlets, in which the color and the position of the bands indicate the subject and also the correct location of the pamphlet in relation to other pamphlets in the collection. By adding the factor of number values to each of the ten colors used in the color-bands a group of publications can be almost indefinitely subdivided, and it is possible to mark the pamphlets to be discarded, so that the collection may be kept in good working order. Dana recommended, too, that public library commissions act as clearing houses and collectors of pamphlets for small libraries throughout a state or region.

The increase of reading seems to have been Dana's first concern, and book selection was therefore of major importance.

Book reviews were, he thought, on the whole, quite unsatisfactory as purchasing guides because of the small amount of useful information to be obtained from most of them. Dana examined all the longer notices of books in four literary journals (*Book buyer*, *Bookman*, *Critic*, and *Nation*) for two months. Two of these were publishers' organs, and the third was dependent upon the income it received from advertising the books it was supposedly reviewing disinterestedly. The *Nation*, as the results of his brief study revealed, stood alone in this group in upholding the honor of American book-reviewing, for it alone had "the courage of condemnation."<sup>13</sup>

The secret of the art of selecting books, he believed, was that of choosing a few titles suited to the community's needs and duplicating these titles freely. There were no rules for rejection, but use alone, he felt, did not justify the expense of retaining a book. The librarian should ask himself if the efficiency of his library would be increased by "a book's expensive presence or its labor-saving absence." The steadily growing number of newspapers and magazines published and sold greatly interested Dana, who computed the number of books of the length of *David Harum* that these daily and weekly periodicals might have equaled, and who also studied the relative amounts of space given by a large number of papers to a variety of subjects.<sup>14</sup> As early as 1902 he was concerned with this problem, and in 1903 he wrote for the *Outlook* an article entitled "What the American people are reading."<sup>15</sup> In it he summarized the reading done in his library by children and adults in terms of fiction and non-fiction, and estimated the increase in the reading of books on the social sciences over a period of ten years. He presented, in the form of a graph, his estimate of the percentages of readers and non-readers in the United States. Dana's concern with reading studies and problems would have made him

<sup>13</sup> "The failure of book reviewing," *Libraries; addresses and essays*, pp. 33-37.

<sup>14</sup> "What we read," *ibid.*, pp. 43-49; printed in part in *World's work*, III (March, 1902), 1892-93.

<sup>15</sup> *Outlook*, LXXV (December 5, 1903), 775-78; "What the people read," *Libraries; addresses and essays*, pp. 107-13.



especially interested in the work that has been done since his death.

On the subject of the selection of fiction for public libraries Dana had very decided opinions. He believed that libraries, generally, bought too many novels of inferior quality, for they spent, on an average, 25 per cent of the library budget for novels and supplied comparatively few of those that had stood the test of time. He estimated, too, that from 25 to 40 per cent of the total annual expenditure for salaries in the average public library was spent in caring for and lending these novels. In 1899 he wrote an article for the *Library journal*, in which he replies to the customary arguments in favor of the circulation of popular fiction:

... First, the argument from precedent. A well-established custom may have no merit save age, and age in educational matters—and a library is chiefly an educational institution—always implies opportunity for improvement.

Then there is the argument from the unattractiveness of good literature. What wise and experienced men call good in letters, they say, is not within the people's grasp. The people must be fetched with the cheap and silly. And the librarian replies, that for the poorest, dullest, and narrowest mind, the best in literature is none too good. . . . And he asks, do the librarians wish to disclose to their clients that they are buying poor books in order to bring the library down to their level?

As to the argument from entertainment, it finds its answer also in the wealth of our literature. . . . Lightness, brilliancy, humor, wit, fun, incident, adventure—does any one venture to assert that the veriest beginner in reading, old or young, must go out of the realm of good literature, into the domain of the weak and silly, to find these things?

... But the public library is the public's library, and the librarian is the public's servant, and he must buy what they ask him to buy. This is the chief weapon in the hands of the third-rate fiction advocates. But its edge is turned at once when one considers that the library does not buy the things the public ask for. . . . And the weapon vanishes entirely when one considers that the librarian does in fact buy what many of the people ask for when he buys only the best of fiction, and that in no event does he buy all that all of the public ask for.<sup>16</sup>

Dana believed, too, that the library should be very conservative in buying new fiction because it is so readily obtainable in rental libraries and elsewhere.

<sup>16</sup> "Fiction in public libraries," *Library journal*, XXIV (December, 1899), 670-71.



The librarian of a public library is a censor of books and reading because he can buy only a few books. The community's tastes, needs, educational status, and its views on religion, politics, and personal conduct must all be considered. Dana felt very strongly that the librarian's own interests and beliefs should not color his selection of books and that he should not attempt to convert a community to his way of thinking.

Possibly because of his early connection with the Denver public school system, Dana maintained throughout his library career a very active interest in the relation between the public library and the school. While in Denver he compiled a questionnaire from which especially helpful replies were not expected, but which was made up of questions planned to interest and stimulate teachers who were neglecting opportunities for promoting reading. The school department room was the subject of one of the "Modern American library economy series." The chief purpose of these rooms in the Newark schools was to reach the pupils through interesting their teachers. The collections were planned for the teachers primarily, therefore, and included educational literature—books and magazines, a textbook collection, and a model library for children.

The Newark Public Library had only one children's room, and that was located in the main building. Each of the branches had a few children's books, but no separate children's department. Dana believed that the library could not make of itself a direct teaching institution which would reach more than a small part of the community's children. Therefore, the library made no attempt to establish story-telling hours or to carry on an extensive program for children, for it considered the school the logical place for this work. The availability of illustrative material—pictures, maps, objects—in a library, for use in the schools, he regarded as indispensable.

In 1896 he wrote for the *Library journal* an article entitled "Libraries and teachers," in which he said:

Reading for young people is a subject which has much concerned librarians in recent years. Something has been done—though a very small beginning. As yet we do not even know what children like to read; much less do we know what is good for them to read.

... What is needed is a large body of experience, the outcome of many careful observations, the compilation of returns from carefully controlled experiments. Librarians need the assistance of parents and teachers. Teachers can note results, keep records, mark likes and dislikes and at length reach an occasional dogma (i.e., about specific books). We must have this kind of experiment and observation before we can take any sure steps toward the sound management of children's reading.<sup>17</sup>

Dana believed that even colleges and universities did not secure high reading skill and a wide knowledge of books in their students. In order to be able to give reading ability and interest to their pupils, teachers should have special preparation for their work, he contended.

As early as 1912 Dana published in the *Newarker* a list of all the agencies in Newark which provided special or advanced training for those who wished to continue their education. Consequently, in 1928, when the adult-education movement moved forward with renewed vigor, he was extremely interested, though he steadfastly refused to sentimentalize about it. He wrote:

You don't improve, enlarge, strengthen or intensify any part of your library work by giving that part a new name. The attempt to do so and the stupid acceptance of a mere new name as the equivalent of new work, is what has made the words "adult education" stand for a new form of activity and a new gospel in the eyes of too many, and made too many believe that librarianship is for the first time in history using common sense, and plain ordinary helpfulness.

... In common with many others we librarians have been much concerned over a new phrase "adult education." ... In our quasi-religious frenzy, we imagine that in the world with us is now a vast multitude of young men and women, limited in the formal education of the schools, but awakened to the verities of life, yearning to become "educated" and not knowing how to go about it.<sup>18</sup>

Meanwhile, he believed that certain facts were quite evident. Those who have learned to read in school and do not read are simply non-readers, and they, he thought, can rarely be made readers. If newspapers, obtainable everywhere in great numbers, have not given the young man or woman some idea of

<sup>17</sup> *Library journal*, XXI (April, 1896), 133-34.

<sup>18</sup> "Thoughts on the library and adult education," *ibid.*, LIII (November, 15, 1928), 945.

things to be studied and some ambition to learn before the age of twenty-two, there is slight chance that he or she will find this impetus later. Dana believed that correspondence schools conducted for commercial purposes should not be undervalued, because, regardless of their aim, they do provide training for many people.

Librarians are prone to feel, he thought, that people would become educated only through personal contact with the library staff, but no staff is large enough or has sufficient time to give more than a few minutes each day to the special demands of each of a few inquirers. He suggested that, because of the vast and growing amount of information, librarians withdraw somewhat from a part of the book-lending field—for example, from the lending of popular fiction—and devote more of their efforts “to make of themselves guides, keys, indexes, abstracts of the latest findings in the field of knowledge.”

It was natural that with his interest in increasing the use of printed materials Dana should have been eager to improve the standards of printing. He had studied the history of the art of printing and of the various printing types, so the purchase and use by the Newark Public Library of a printing press for small jobs meant that the cards, announcements, and publications issued by the library were of an especially high quality. He believed that libraries could help to raise typographical standards by an intelligent appreciation of printing problems.

Dana also made an extensive study of book bindings and wished to aid librarians in managing their binding problems intelligently. Again he resorted to the questionnaire method and sent letters to a large number of libraries asking for detailed information about the durability of publishers' bindings as compared with library bindings. The replies he received were so incomplete and unsatisfactory that he decided librarians had not been thoughtful about the binding that was being done for them. His conclusion after a study of the binding done in his library was that the best quality of work was the cheapest and most satisfactory, and he especially recommended binding from publishers' sheets.

Dana believed that public institutions should be given as

much publicity as possible, both for the enlightenment of those who support the institution and for the advancement of the institution. He successfully followed this principle throughout his librarianship by means of newspapers, library bulletins and lists, study clubs, exhibitions, lectures in the library, and co-operation with other municipal organizations.

From the time he entered the library profession he published a wide variety of things which he thought might be of use to librarians, or by means of which he hoped to increase interest in and use of libraries. The Newark Library decided in favor of the brief and special list method of recommending books, and its success was very marked. The pamphlet, *Booklists and other publications*, in the "Modern American library economy series," describes in detail the compilation and use of the lists, *A thousand of the best novels* and *A hundred of the best novels*, and others which were apparently extensively used. *The Newarker* which was published for several years and, later, *The library* are excellent examples of library bulletins.

Library organizations, Dana felt, were very valuable to the profession generally. The mere fact that such organizations exist is important. He said:

We wish to impress our fellows with a sense of the value of libraries to their communities. Then we wish to show how easy it is for any community to establish and support one. Then we wish to learn from one another and to call forth from the public criticisms and suggestions.<sup>19</sup>

The purpose of these organizations is not to hold annual meetings, though many benefits come through preparation for such meetings. He said, too:

Library associations of large membership are usually easy to form, are often given to sounding brass and tinkling cymbals, are sometimes dying and quite unmindful of the fact, and are never as effective as opportunity permits. They are often too conservative. They think it is their wisdom which restrains them, while in fact it is simply their mediocrity. They rise no higher than the average. They repress the aggressive and the original. They fear they may do something improper, and clothed in perfect propriety, before they are aware of it—they reach a Nirvana of futility.

<sup>19</sup> "What state and local library associations can do for library interests," *Libraries; addresses and essays*, p. 126.

Their especial sins are many; for one, they make their meetings too long. In their zeal to make many good points they fail of one. They parade their fluent speakers until their meetings become little more than one voice crying in a wilderness of inattentive ears; they do not give the timid a chance; rather, they don't compel the shy to take up their burdens and talk. They do not cultivate the art of provoking and guiding discussion. They look for a crop of spontaneous ideas in a soil which does not grow them.<sup>20</sup>

Dana had no patience with the survey of libraries made by the American Library Association. He wrote a number of letters and articles about it—the great length of the questionnaire and the amount of time it would take for librarians to answer it as well as for the compilers to check the answers received. He called the work done “flapdoodle and piffle,” and said:

... It can promise only to discover the average of library management of today and to pronounce it best; whereas the average method of today will surely prove in the near future to be the method least desirable for a group of institutions of which conditions are demanding constant change.<sup>21</sup>

... What we now need is not an elaborate survey of our work, that we may do that work better by the light of that survey; but a study of the place of the library in present day society.<sup>22</sup>

Dana wished sincerely that the work of the A.L.A. might result in more effective librarianship and in the advancement of the profession, and he believed that all its members were responsible when it failed to accomplish all that it might do. “. . . The thing that stands in the way of efficient work by the American Library Association is primarily lack of brains on the part of its members. . . . If we are not doing good work as an Association, we cannot lay the blame for our failure upon individuals . . . or upon our form of organization.”<sup>23</sup>

The *A.L.A. booklist* he wished to make of greater interest to the general public as well as to librarians, and he suggested that it be renamed “Recent books; a selected and annotated list.” He recommended that the American Library Association under-

<sup>20</sup> *Suggestions* (Boston, 1921), p. 38.

<sup>21</sup> “The library survey—pro and con,” *Library journal*, XLIX (October 1, 1924), 827-29.

<sup>22</sup> “The A.L.A. enlarged program,” *Bulletin of the American Library Association*, XIII (July, 1919), 368-70.

<sup>23</sup> *Ibid.*

take a number of projects in addition to the change in the *Booklist*, namely: that the executive committee should make accessible to the public, through the newspapers, information about meetings and the accomplishments of the Association; that "the domination of library schools and their graduates should be lessened, for library schools which are not planned and conducted in accordance with recommendations from experts in educational method almost inevitably tend to exalt technique and routine and to be far too conservative"; that the constitution should be considerably changed; that the problem of library salaries should be studied, for he believed that, if the \$92,000 spent by the Board of Education for Librarianship had been placed in the hands of experts in promotion, more attention would have been given library salaries outside the profession, and the salaries would probably have been vastly improved. He thought this would as effectively increase the number of desirable applicants in the field as the study made by the Board. He felt, too, that all efforts of the American Library Association to promote pensions meant a diversion of energy from the subject of increased salaries and was therefore very unwise.

With the establishment and success of the business branch of the Newark Public Library, Dana became very interested in special libraries, helped to organize the Special Libraries Association, and wrote quite extensively about the usefulness of such libraries. In the last years of his life he attempted to create an interest in the development of an international fact-center which would be a clearing-house for industrial, technical, and scientific information.

In connection with and as an outgrowth of his work in libraries John Cotton Dana became deeply engrossed in museums, practically planned and widely used. To him a collection of pictures was as truly a museum as a collection of objects, and he wished to make both pictures and objects easily accessible and available to everyone, but especially to schools. He advised the would-be museum founder to consider the tastes, industries, and pastimes of the community and to plan his mu-

seum accordingly. He labored to carry on four types of activity within the museum:

1. Lending objects for use in school, studio, shop or home;
2. Placing the objects often in movable groups, in branch museums;
3. Issuing publications of use to the community—publications based on the museum's objects and activities, yet not demanding of one who gets profit and pleasure from them, a visit to the museum itself;
4. Teaching many, not merely through casual gazing at its objects, but with those objects as illustrations of spoken or written treatises.<sup>24</sup>

The Newark Museum, which Dana sponsored and which has been very successful, embodied his theories as to the constitution and administration of museums. The collections which were begun in the library building were, through Dana's intense interest in them, later housed in a \$750,000 building given by Mr. Louis Bamberger, in whose store was housed a much-used library branch. Dana's theory of the growth of the museum was like his conception of library development:

Do not think of the museum you may hope to establish in your library, or with its aid, as something which will ever be complete. Think of it always as a beginning, as an ever changing series of collections, administered in ever changing ways. In common with all other institutions, a museum to be of any value must grow; and it must do more than that—it must change its objects, their manner of presentment, and its methods of management, that it may meet the ever changing needs of a changing order of society.<sup>25</sup>

Dana was considered by many of his contemporaries, who often disagreed with him, one of the greatest creative influences in American public-library work and "the strongest library force of his day."<sup>26</sup> His untiring interest in his work, his inventiveness, his independence, combined with his thoughtful and continual questioning of the accepted order, are such as to make those who know of him almost too enthusiastic and uncritical of his attitudes and efforts. A combination of creative ability and inspiration with a capacity for realizing his ambitions was one of his greatest gifts. His earnestness about his profession and his devotion to it were very real and, at the same

<sup>24</sup> "Libraries and museums, III: First steps toward museum founding," *Library journal*, XLVI (September 1, 1921), 697-99.

<sup>25</sup> *Ibid.*

<sup>26</sup> John Cotton Dana, 1856-1929, p. 111.



time, far from sentimental. Though careful examination of his writings may reveal that some of his observations were not scientifically grounded, generally he understood the library's problems and endeavored to solve them intelligently. Some of his statements may seem to have been designed chiefly to disturb the equanimity of his associates, but he was consistent in this, too, for he hoped to arouse the interest of librarians in the philosophy underlying their work. An editorial in the *New York sun* describes him:

To his lifelong endeavors to make books a positive force, to eliminate the old scholastic isolation and insulation of libraries, his scholarship, his wit, his personality, all contributed importantly. The good fairies gave him these gifts at birth and added to them the talent for being contrary-minded; it was this talent, often wittily or humorously expressed, that made the Woodstock Yankee a reformer among the librarians.<sup>17</sup>

Dana was a reformer in the best sense of the word, for he had breadth of vision and he accomplished much. His leadership in the communities in which he lived and worked and his leadership in his profession reveal him as one of the great men of his time and one whose influence must increase as he wished that his profession might grow and progress.

#### BIBLIOGRAPHY

JOHN COTTON DANA, AUTHOR

HAZEL JOHNSON

BEATRICE WINSER

- 1880. "Among the Rockies" [Letter], *Vermont standard*, June 24, 1880.
- 1881. Letter from Colorado, *Vermont standard*, August 5, 1881.
- 1884. "Responsibility—with a forecast," *Albany law journal*, XXIX (March 29, 1884), 246-48.
- 1885. "Old Liscomb" [Poem], *Vermont standard*, January 7, 1885.  
"Progress and woman," *Chicago current* (June 27, 1885), 409-10.
- 1886. Letter about Leadville, Colorado, *Vermont standard*, December 16, 1886.  
"Mormons at work" [Letter], *Vermont standard*, December 9, 1886.

<sup>17</sup> *Ibid.*

1889. "Denver [Colo.] Public Library" [Letter], *Library journal*, XIV (1889), 304.  
 "Dipsomania and original sin," *North American review*, CXLVIII (1889), 646-47.  
 "Enforced morality" [Letter], *Denver daily news*, March 3, 1889.  
 "Morals and Bibles" [Letter], *Rocky Mountain news*, 1889.  
 "The public school," *Denver arbitrator*, February 16, 1889.
1890. "Good words," *Library journal*, XV (1890), 324.
1891. Report of Dana's speech at the San Francisco meeting of the American Library Association, *Library journal*, XVI (1891), C108.
1894. "Periodical library bulletins," *Library journal*, XIX (1894), C54-55.  
 "Work in a library" [Address delivered before teachers of Denver, March 3, 1894], *Colorado school journal*, X (April, 1894), 6-9. Excerpt.
1895. "Advertising a library," *Library journal*, XX (1895), 88.  
*Denver Public Library. Public Library handbook* (Denver: Carson-Harper Co., 1895). Pp. 182. Articles by J. C. Dana.
1896. "Children in the public library," *Outlook*, LIV (1896), 555.  
*Denver, Colorado, Public Library. Annual report of the Board of Trustees of the Public Library, 1895-1896* (Denver, 1896). Introduction by J. C. Dana.  
 "Hear the other side" [President's address at the A.L.A. Conference, Cleveland, 1896], *Library journal*, XXI (1896), C1-5; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 3-14.  
 "Librarians and teachers," *Library journal*, XXI (1896), 133-34.  
 "Librarian's pastime reading," *Library journal*, XXI (1896), 22.  
 "Libraries and schools as art educators," *Library journal*, XXI (1896), 150.  
 "Library movement in the Far West," *Library*, VIII (1896), 446-50.  
 "Library primer," *Public libraries*, I (1896), 4-10, 39-45, 79-82, 115-33, 167-74, 211-15, 263-64. Also published separately (Boston: Library Bureau, 1896). Pp. 180. Second edition (1900). Pp. 180. Third edition (1903). Pp. 180. Fourth edition (1906). Pp. 180. Fifth and revised edition (1910). Pp. 201. Sixth and revised edition (1920). Pp. 263.
1897. "Children's reading; what some of the teachers say," *Library journal*, XXII (1897), 187-90.  
 Colorado. Department of Public Instruction. *State of Colorado. Libraries; their establishment and management. Library laws of Colorado.*

- Issued by Grace Espy Patton ... (Denver: Smith-Brooks Printing Co., 1897). Pp. 58. Articles not signed were written or compiled by J. C. Dana.
- "Our youngest readers," *Second International Library Conference. Proceedings* (London, 1897), pp. 118-19; 237-40.
- "The public and its public library," *Popular science monthly*, LI (1897), 242-53; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 15-32.
1898. "Fiction in public libraries," *Public libraries*, III (1898), 212-13.  
 "Public library for the public," *Public libraries*, III (1898), 243-44.
1899. "Fiction in public libraries," *Library journal*, XXIV (1899), 670-71.  
 "Librarian's spirit and method in working with schools," in National Education Association. *Journal of proceedings and addresses of the 38th annual meeting held at Los Angeles, Calif., July 11-14, 1899* (Published by the Association, 1899), pp. 515-25, and in U.S. Bureau of Education. *Report of the Commissioner of Education for the year 1899-1900* (Washington, D.C.: Government Printing Office, 1901), I, 710-17.  
 "Library and the school," *Journal of education*, XLIX (1899), 322-26.  
 "Paternalism—an appreciation," *Library journal*, XXIV (1899), 660.  
 "Work in certain typical libraries," in National Education Association. *Journal of proceedings and addresses ...* (Published by the Association, 1899), pp. 525-27; and in U.S. Bureau of Education. *Report of the Commissioner ...* (Washington, D.C.: Government Printing Office, 1901), I, 717-18.
1900. "Art education and the library," *Art education*, VI (1900), 242-47.  
 "Books that people read," *Springfield [Mass.] Republican*, August 28, 1900.  
 "Colorado's suffrage," *Boston evening transcript*, June 30, 1900.  
 "Failure of book reviewing," *Springfield [Mass.] Republican*, May 23, 1900; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 33-37.  
 "Library and the teacher" [Address delivered at the A.L.A. Conference, Montreal, July, 1900], *Springfield [Mass.] Republican*, October 24, 1900.  
 "Reflections on Luce's lookout—Vermont of today and of old," *Springfield [Mass.] daily Republican*, September 8, 1900.  
 "Two of Canada's oldest cities—peeps at Montreal and Quebec," *Springfield [Mass.] Republican*, July 2, 1900.  
 "Woman suffrage in Colorado," *Springfield [Mass.] Republican*, March 13, 1900.

1901. "Denver," in Lyman Pierson Powell, ed., *Historic towns of the western states* (New York: Putnam, 1901), pp. 425-47.
- "Librarian's enthusiasm," *New Hampshire library commission. Bulletin*, n.s. II (1901), 56-57; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 39-42.
- "A librarian's problems," *Springfield [Mass.] Republican*, March 29, 1901.
- "Library training in 42 libraries," *Public libraries*, VI (1901), 533.
- "News-letter from the Springfield, Massachusetts, Public Library," *Public libraries*, VI (1901), 402-4.
- Springfield, Massachusetts, Public Library. *Annual report of the City Library Association, 1901*. Introduction by J. C. Dana.
- "Things children should know," *Public libraries*, VI (1901), 98-99.
- "Things everyone should know," *Iowa Library Commission quarterly*, I (1901), 33-35.
- "What the work of state library associations should be," *Library journal*, XXVI (1901), C183-88.
- "Work of library associations," *Public libraries*, VI (1901), 490-91.
1902. "Age of pictures," *Newark Sunday call*, August 10, 1902.
- "Binding for a public library," *Public libraries*, VII (1902), 147-48.
- "Dead books in libraries," *New York times*, May 3, 1902.
- "Fiction in libraries," *Iowa Library Commission quarterly*, II (1902), 47-49.
- "Increase of things to read" [Address delivered before the Pennsylvania Library Association, November 19, 1902], in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 75-85.
- Librarian to his friends* (Springfield, Mass., 1902). Pp. 10.
- "Library building," *Public libraries*, VII (1902), 406-7.
- "Library problems," *Pedagogical seminary*, IX (1902), 169-79; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 51-67; reprinted separately (Worcester, Mass., 1902). Pp. 15.
- "Meaning of the public library in a city's life," *Library journal*, XXVII (1902), 755-57. Reprinted in his *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 69-74, under title: "The place of the public library in a city's life" [Address at the dedication of the Trenton, N.J., Public Library, June 9, 1902].
- "Mere words" [Address delivered before the New Jersey State Teachers' Association, December 29, 1902], in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 87-95.
- "Reading public in a large city," *Outlook*, LXXI (1902), 250-52.

- "What we read," *World's work*, III (1902), 1892-93; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 43-49.
1903. "Average man's library," *Newark Sunday call*, January 25, 1903.  
 "A certain library" [Address delivered at Indianapolis Library Association, Indianapolis, October 1, 1903], *Newark evening news*, October 2, 1903.  
 "Fiction-readers and libraries," *Outlook*, LXXIV (1903), 512-15; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 97-105. Reprinted in part in *The lamp*, XXVII (1903), 62, under title, "Fiction in the free public library."  
*Libraries and teachers* (Trenton, N.J.: Public Library Commission, 1903). Pp. 8.  
 "Library opportunities" [Address delivered before the Marshalltown, Iowa, Library Association, October 7, 1903], *Newark advertiser*, October 7, 1903.  
 "Notes and figures about the circulation of novels in the Newark Free Public Library," *Library journal*, XXVIII (1903), 615.  
 "On duplicate libraries," *Library journal*, XXVIII (1903), C158-59.  
 "Place of fiction in the free public library," *Library journal*, XXVIII (1903), C36-37.  
 "Place of fiction in the library," *Public libraries*, VIII (1903), 352-54.  
 "Purpose of library associations," *Library journal*, XXVIII (1903), 776.  
 "Some of the extra-artistic elements of esthetic emotion," *Popular science monthly*, LXIII (1903), 411-17. Reprinted separately (New York: Science Press, 1903). Pp. 411-17.  
 "Suggestions on book buying," *Journal of New Jersey libraries*, I (1903), 5-6.  
 "What the American people are reading; a librarian's experience," *Outlook*, LXXV (1903), 775-78; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 107-13, under title, "What the people read."
1904. "Library opportunities," *Public libraries*, IX (1904), 3-5.  
 "Schools and libraries," *New York school journal*, LXIX (1904), 435-36.  
 "What books should children read?" *New York school journal*, LXIX (1904), 122-23.
1905. "Helpful state of mind," *Public libraries*, X (1905), 178-79.  
 "Library associations made useful," *Newark Sunday call*, July 9, 1905.  
 "Library from the librarian's standpoint" [Address at dedication of Atlantic City library], in *Atlantic City Free Public Library. Annual*

- report of Board of Trustees, 1904* (Atlantic City, N.J., 1905); and in *Newark Sunday call*, January 2, 1905.
- "Library organizations," *Public libraries*, X (1905), 411-12.
- "Making a library known" [Address delivered before the Long Island Library Club, 1905], in his *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 115-21.
- "Most popular nature books," in *Sympathy and kindness* ("Home culture series," No. 3) (Boston: Auxiliary Educational League, 1905), 17-23.
- "Newark [N.J.] Free Public Library," *Library journal*, XXX (1905), 467-68.
- "Summary of the library associations and clubs of the world," *Library journal*, XXX (1905), C21-26.
- Use of books; outline of a brief handbook on the subject* [Notes for a talk by John Cotton Dana, before the New Jersey State Teachers' Association, Atlantic City, December 27, 1905] (Newark: Printed for the Association, 1905). Pp. 8.
- "What state and local associations can do for library interests" [Address delivered before the A.L.A. Conference, Portland, 1905], *Library journal*, XXX (1905), C17-21; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 123-33. Reprinted separately (Boston: A.L.A. Publishing Board, 1905). Pp. 10.
1906. "Bookbinding; a report on a paper by J. C. Dana," *Library journal*, XXXI (1906), 182-83.
- The far North-west; being the record, with pictures, of a journey over the Canadian Pacific to Alaska, to California, to the Yellowstone, and home by the Northern Pacific in July, 1905* (Newark, N.J.: Published for the Travelers, 1906). Pp. 40. [Account of an A.L.A. "post-conference trip," prepared for the members of the party by a committee consisting of J. C. Dana, Mary W. Plummer, and Theresa Hitchler.]
- "How a town can get a library," *Independent*, LX (1906), 1277-79.
- Letters on Madison, Wisconsin, *Newark Sunday call*, September 2 and 16, 1906.
- "Library printing," *Printing art*, VI (1906), 284-90; and *Public libraries*, XIII (1908), 35-37.
- "Making a library useful," *Vermont library bulletin*, I (1906), 18-22; and *Washington Library Association bulletin*, II, No. 2, 6-7.
- "Many-sided interest; how the library promotes it," *School journal*, LXXIII (1906), 563-65; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 135-46.
- Notes on bookbinding for libraries* (Chicago: Library Bureau, 1906). Pp. 114. Revised and enlarged edition (1910). Pp. 174. Introduction re-

- printed under title, "Bookbinding for libraries," *Public libraries*, XI (1906), 287-89.
- "Periodicals for a small library," *Public libraries*, XI (1906), 367.
- "Relation of art to American life" [Address before the Eastern Art Teachers Association, Brooklyn, June 1, 1906], *Newark Sunday call*, June 24, 1906; and *School arts book*, VI (September, 1906), 3-15.
- "Some of Mr. John Cotton Dana's famous rules about reading," *Girls' friendly magazine*, XVIII (July, 1906), 106.
- "School libraries and their value," *Public libraries*, XI (1906), 435.
1907. "Anticipations; or, what we may expect of libraries" [Read before the New Jersey Library Association, Trenton, 1907], *Public libraries*, XII (1907), 381-83; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 147-52.
- "Art of reading," *School exchange*, II (1907), 90-92.
- "Decorating a school room," *School exchange*, II (1907), 25-27.
- "Democracy of art," *Printing art*, VIII (1907), 377-83; and *British and Colonial printer and stationer*, LXI (September 5, 1907), 6-7.
- "Forestry exhibitions," *Nature study*, III (1907), 154-55.
- "Lettering the backs of books when rebound for libraries," *Public libraries*, XII (1907), 306-7.
- "Paragraphs and library booklists," *Printing art*, X (1907), 26-31.
- "Physical side of books; suggestions for the formation of a collection of material employed in the making of a book," *Library journal*, XXXII (1907), 351-58.
- "Picture bulletins from another point of view," *Wisconsin library bulletin*, III (1907), 75.
- "Public school study courses," *Newark Sunday call*, June 16, 1907.
1908. "The abandoned farm," *Newark evening news*, October 30, 1908.
- "Fine art in Colorado and in far-off France" [Letter], *Newark Sunday call*, June 28, 1908.
- "In old Tarascon" [Letter], *Newark Sunday call*, June 14, 1908.
- "Library printing," *Public libraries*, XIII (1908), 35-37.
- "Many artistic botches in galleries of Rome and Florence" [Letter], *Newark Sunday call*, July 5, 1908.
- "Parisian newspapers are quite unlike ours," *Newark Sunday call*, May 17, 1908.
- "Pictures for the decoration of school rooms and pictures for use in teaching," *School arts book*, VII (June, 1908), 851-56.
- "Public institutions in France," *Newark Sunday call*, June 7, 1908.
- "See old Carcassonne surely before you die" [Letter], *Newark Sunday call*, May 24, 1908.
- "Selection and rejection of books," *Library journal*, XXXIII (1908), 148-49; and *Public libraries*, XIII (1908), 177-78.



- "Some French libraries," *Public libraries*, XIII (1908), 344-47; and XIV (1909), 19-21.
- "Spreading Newark's fame" [Letter], *Newark evening news*, July 1, 1908.
- "Story-telling in libraries," *Public libraries*, XIII (1908), 349-51; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 153-56.
- Verses on the Newark Academy* (Woodstock, Vt.: Elm Tree Press, 1908). Pp. 15.
- "The wash ships of Tours as useful as our fleets" [Letter], *Newark Sunday call*, May 31, 1908.
- "What a Newarker heard and saw aboard ship" [Letter], *Newark Sunday call*, May 3, 1908.
- "What exhibitions can do," *Printing art*, XI (1908), 215-24.
- "Where Newark and Rouen are quite dissimilar" [Letter], *Newark Sunday call*, May 10, 1908.
- "The world stands still in quaint old Carcassonne" [Letter], *Newark Sunday call*, June 21, 1908.
1909. "A.L.A. booklist," *Public libraries*, XIV (1909), 91.
- "American Library Association constitution," *Public libraries*, XIV (1909), 64-65.
- "Americans too busy to appreciate art" [Address before Women's club, Orange, N.J.], *Newark Sunday call*, December 5, 1909. Reprinted in *American art; how it can be made to flourish* (Woodstock, Vt.: Elm Tree Press, 1914). Pp. 31.
- "Book using skill in higher education," *Bulletin of the American Library Association*, III (1909), 191-95, 196-97; and *Public libraries*, XIV (1909), 306.
- "Education in art," *New York post*, August 31, 1909.
- "Industrial education," *New York post*, March 27, 1909.
- "Insurance libraries," *Independent*, LXVII (1909), 1523.
- Materials and features of a printed book; examples illustrating the art of book-making* (Newark, N.J., 1909. 151 plates). Reprinted in part in *Printing art*, XIV (1909), 97-104.
- "Model catalogue," *New York post*, November 12, 1909.
- "Municipal legislative reference, commercial, technical and public welfare libraries," *Bulletin of the American Library Association*, III (1909), 223-24.
- "Notes on pictures for school rooms and the Bibliotheca Paedagogica," *Library journal*, XXXIV (1909), 15-16.
- "Preventive possibilities of education" [Address at New Jersey Conference of Charities and Corrections, February, 1909], *Newark Sunday call*, April 18, 1909.
- "Three factors in civilization" [Address at the dedication of the public

- library at Kearney, N.J., July 27, 1907], *Public libraries*, XIV (1909), 43-45.
- "Who Cardelius was," *Nation*, LXXXVIII (1909), 534-35.
1910. "Beginnings of art in Italy and America," *Independent*, LXVIII (1910), 807-10.
- "Insurance libraries," *Library journal*, XXXV (1910), 61-62.
- "New Jersey high schools not properly patronized," *Newark Sunday call*, June 26, 1910.
- "Place hunting in the West" [Letter], *New York post*, February 5, 1910.
- "Printing exhibit for libraries," *Library journal*, XXXV (1910), 191.
- "Regeneration of Vermont," *New England homestead*, LXI (December 24, 1910), 4.
- [Special Libraries Association—President's opening remarks at the first meeting], *Special libraries*, I (1910), 6-7.
- "Use of flowers in education," *School arts book*, IX (June, 1910), 1052-56.
- "Use of print in the world of affairs," *Library journal*, XXXV (1910), 535-38; and *Stone and Webster public service journal*, VII (1910), 412-18. Abstract in *Special libraries*, II (1911), 2-3. Reprinted separately from *Stone and Webster public service journal* (Woodstock, Vt.: Elm Tree Press, 1910).
1911. "Branch libraries in school houses" [Address delivered before the American Library Institute, September, 1911], *American Library Institute. Papers and proceedings* (1911), 16-20; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 181-85.
- "Business men's branch," *Wisconsin library bulletin*, VII (1911), 190.
- "Country church and the library," *New York libraries*, III (1912), 106-7; and *Outlook*, XCVIII (1911), 34-35. Also in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 167-69.
- "Credit men's literature," *New Jersey commerce and finance*, XII (March 25, 1911), 3-4.
- "Do they read in Vermont?" *Newarker*, I (1911), 23.
- "Good novels for wise men," *Newarker*, I (1911), 24.
- "Great Newark encyclopedia," *Newarker*, I (1911), 11.
- "Harvard university course in printing," *Graphic arts*, I (1911), 217-22; and *National printer-journalist*, XXIX (1911), 262-63. Also in *Library work*, V (1911), 1-3; and *Library work cumulated, 1905-1911; a bibliography and digest of library literature*. Ed. by A. L. Guthrie (Minneapolis, Minn.: H. W. Wilson, 1912), pp. 312-14.
- "Library development in the past twenty years," *Public libraries*, XVI (1911), 206-7.
- "Make-up of Newark's population," *Newarker*, I (1911), 19.

- "Misdirection of effort in reference work," *Public libraries*, XVI (1911), 108-9.
- Mr. Walpole's friends in Boston* [Brochure] (Newark: Bruce Rogers, 1911).
- "New Jersey's belatedness," *Newarker*, I (1911), 20.
- "On the establishment of a library," *Library journal*, XXXVI (1911), 189-90.
- "Our journals in foreign languages," *New York post*, March 11, 1911.
- "Pictures and maps in history teaching," *History teacher's magazine*, II, (1911), 180-81.
- "Printing press as a teacher," *Graphic arts*, II (1911), 185-91.
- "Story of the made in Newark material," *Special libraries*, II (1911), 93-96.
- "Study of a city in the schools of that city," *Pedagogical seminary*, XVIII, (1911), 329-35. Reprinted separately (Worcester, Mass., 1911), pp. [329]-35.
- "What the modern library is doing," *Independent*, LXX (1911), 193-96; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 157-66. Reprinted in part in *Public libraries*, XVI (1911), 143, under title, "College and university library."
- "Women in library work," *Independent*, LXXI (1911), 244-50; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 171-79.
1912. "Art museum palaces," *New York times*, October 31, 1912.
- "As a man is born, so is he, and how little a school can do," *Newarker*, II (1912), 135-36.
- "City plan exhibition suggestions," *Newarker*, II (1912), 206.
- "City planning and excess condemnation," *Newarker*, I (1912), 79.
- "Do you read?" *Newarker*, I (1912), 77-78.
- "German exhibit of applied art in the museum," *Newarker*, I (1912), 57.
- "Good view in Newark," *Newarker*, II (1912), 225.
- "Great books superstition; do we read them?" *Newarker*, I (1912), 180.
- "History repeats itself for 2000 years and then—the printing press," *Newarker*, II (1912), 234-35.
- "How to buy books," *Newarker*, I (1912), 165.
- "How to run a city; who knows?" *Newarker*, I (1912), 204.
- "Library's collection of 360,000 pictures," *Newarker*, I (1912), 171.
- "Literary hypocrisy," *Newarker*, I (1912), 195-96.
- "Making a more efficient city," *Newarker*, II (1912), 206.
- "Museums come because the public library came," *Newarker*, I (1912), 164.
- "Newark's financial burden and her ability to carry it," *Newarker*, I (1912), 58-60.
- "Newark's growing use of books," *Newarker*, I (1912), 165.

- "Newark's investment in its library building. Has it paid?" *Newarker*, I (1912), 161-64.
- "Newark's lack of high school students," *Newarker*, I (1912), 48.
- "Newark's museums; the story of their development," *Newarker*, I (1912), 76-77.
- "Newspaper readers," *Newarker*, I (1912), 185-86.
- "Of business; of the improvement of the world; of kings and demagogues; and again of business," *Newarker*, I (1912), 121.
- "On the boy who whittles," *Newarker*, I (1912), 137-38.
- "Proud Newarkers go a-touring," *Newark Sunday call*, July 28, 1912.
- "Reasonable lot of folks," *Newarker*, I (1912), 175.
- "Relations of a library to its city" [Address delivered before the League of American Municipalities, Buffalo, September 18, 1912], *American city*, VII (1912), 314-17; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 187-201.
- "Right meadow plan at last," *Newarker*, I (1912), 198-200.
- "School visiting days," *Newark Sunday call*, October 27, 1912.
- "Solving social questions," *Newarker*, I (1912), 221.
- "Sunday supplements and their comics for children," *Newarker*, I (1912), 95-98.
- "What is poetry?" *Newarker*, I (1912), 150-51.
- "What is the matter with New Jersey schools?" *Newarker*, I (1912), 74.
- "Why the Newarker?" *Newarker*, I (1912), 42-44.
- "Your public library's growth," *Newarker*, I (1912), 42.
1913. "About small public libraries," *American city*, IX (1913), 132-34; and *Newarker*, II (1913), 302-4.
- "All-year schools; Newark experiment," *Independent*, LXXIV (1913), 137-39.
- "Art of the poster," *New York evening post*, April 5, 1913.
- "Be a learner," *Acropolis*, March, 1913, pp. 7-8.
- "Do you approve of Newark?" *Newarker*, II (1913), 272.
- "Foreigners are welcome in Newark" [Note accompanying letter, "To the foreign people of Newark"] *Newarker*, III (1913), 427-35.
- "Gloom of the museum," *Newarker*, II (1913), 389, 391-404. (See also under 1917.)
- "How museums and schools may aid good workmanship," *Newark evening news*, August 23, 1913.
- "It pays to read," *Newarker*, II (1913), 288.
- Letter on Colorado, *Newark evening news*, September 8, 1913.
- Letter on art museums, *New York times*, February 11, 1913, 12:7.
- Letter on the support that American printing industries should give to the Leipsic book exhibition, *New York times* (November 29, 1913), 12:6.

Letter urging representation of U.S. at Leipsic exhibition, *New York times* (September 12, 1913), 10:6.

"Librariology," *Newarker*, II (1913), 289; III (1914), 437, 439; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 221-42. The greater part of this paper was reprinted by the Syndicate Trading Company of New York for distribution by book-sellers.

"Making a library a business aid," *Town development*, VIII (1913), 70-72; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 211-19.

"Marvelous growth of printing," *Newarker*, II (1913), 356-57.

"The most wonderful of all inventions," *Elbeco counter currents*, November, 1913, p. 8.

"On the importance of reading good novels," *Newarker*, II (1913), 304.

"Pleasant art of getting your own library," *Newarker*, II (1913), 291-301; published separately (Philadelphia: George H. Buchanan Co., 1916). Pp. 23; and (Newark, N.J.: Public Library, 1929). Pp. 25.

"Print collections in small libraries," *Public libraries*, XVIII (1913), 279-81; and *Print collector's quarterly*, III (1913), 61-69.

"Public library and publicity in municipal affairs" [Read before the New York Library Club, March 13, 1913], *Library journal*, XXXVIII (1913), 198-201; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 203-10.

"Reading doctor," *Newarker*, II (1913), 378.

"Remarks on reading," *Newarker*, II (1913), 290.

"Scientific management now for libraries," *Epworth herald*, XXIV (December 6, 1913), 1155-56.

"Solving the labor problem in Vermont," *Newark evening news*, June 7, 1913.

*Some of the many good reasons for reading* (Newark, N.J.: Public Library, 1913). Pp. 8.

"Suggestions on the work of the American Library Association," *Public libraries*, XVIII (1913), 247-49.

"Supreme importance of reading," *Pedagogical seminary*, XX (1913), 17-22. Reprinted separately (Worcester, Mass., 1913). Pp. [17]-22.

1914. *American art, how it can be made to flourish* ("Hill-of-corn series," No. 1) (Woodstock, Vt.: Elm Tree Press, 1914). Pp. 31.

"Bad habit of having law makers and lawyers," *Popular science monthly*, LXXXV (1914), 87-92. Reprinted separately (Woodstock, Vt.: Elm Tree Press, 1914).

"Best thing about reforms," *Newarker*, III (1914), 556.

"Business man's branch of the Newark, N.J., library," *Associated advertising*, V (1914), 25-28.

- "Business service of the Newark public library," *New Jersey State Chamber of Commerce bulletin*, VI (October, 1914), 18-23.
- "But it is never too late to learn—use the library now," *Newarker*, III (1914), 509.
- "Can we have a better Newark as well as a greater?" *Newarker*, III (1914), 540; *Library*, II (1926), 53; and in *Newark 58 years from now* (Newark, N.J.: City of Newark, 1928). Pp. 13.
- "Does your public library pay you?" *Newarker*, III (1914), 455.
- "Evolution of the special library," *Newarker*, III (1914), 439-50; *Special libraries*, V (1914), 70-76; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 243-59. Reprinted separately from *Special libraries* (Indianapolis, Ind., 1914). Pp. 70-76.
- "Good printing," *Newarker*, III (1914), 541.
- "High school journalism," *Optimist*, December, 1914, pp. 13-14.
- "How much do you know about Newark?" *Newarker*, III (1914), 489.
- "Jewelry," *Newarker*, III (1914), 469.
- "Legitimate field of the municipal public library" [Paper prepared for the International Meeting of Librarians at Oxford, Eng., August 31 to September 5, 1914], *Newarker*, III (1914), 559-68; *Library Association record*, XVI (1914), 465-82; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 261-80. Reprinted separately from the *Newarker* (Woodstock, Vt.: Elm Tree Press, 1914). Pp. [559]-68.
- "National bureau of municipal information" [Report of J. C. Dana's address to the Special Libraries Association, Washington, D.C., May, 1914], *Special libraries*, V (1914), 104-6.
- "Newark, 1666-1916; 250 years of opportunity for Newark," *Newarker*, III (1914), 573.
- "Newarkers at work 350 years ago," *Newarker*, III (1914), 477.
- "Other libraries and the Newarker," *Newarker*, IV (1914), 12-14.
- "Our education and Germany's," *New York post*, October 24, 1914. Published under title, "Learning vs. earning," *Elm tree monthly*, December, 1914, pp. 42-44.
- "The perfect school," *Elm tree monthly*, April, 1914, pp. 1-3.
- "Printing art," *Newarker*, III (1914), 546.
- Stories of the statues; a series of seven descriptive pamphlets* (Woodstock, Vt.: Elm Tree Press, 1914-17).
- "Suggestions to all readers," *Newarker*, III (1914), 543.
- "Type faces, that is—different kinds of print," *Newarker*, III (1914), 550.
- "Village fire," *Newark evening news*, June, 2, 1914.
- "What may a library do?" *Newarker*, III (1914), 559. Brief note prefacing "Legitimate field of the municipal public library."

- "What ought a business man to read?" *Newarker*, III (1914), 557. Also published as a bookplate of the Public Library of Newark, N.J. (n.d.).
- "What the city owes to the country and why," *Newarker*, III (1914), 553.
1915. "All in the day's work in a library," *Newarker*, IV (1915), 145.
- "Are you just about finishing high school?" *Newarker*, IV (1915), 145.
- "Can Newark be put into poetry?" *Newarker*, IV (1915), 181.
- "Cost of library bulletins," *Bulletin of the American Library Association*, IX (1915), 462-63.
- "Industrial exhibit in a municipal museum," *American city* (city ed.), XIII (1915), 20-22.
- "Librarian's recreation," *Newarker*, IV (1915), 86-87.
- "Library and the celebration," *Newarker*, V (1915), 17-18.
- "Library as a practical aid in the world of affairs," *New York libraries*, V (1915), 8-10; *New Hampshire public libraries bulletin*, n.s. XI (1915), 121-24.
- "Newarker of the celebration," *Newarker*, V (1915), 3-4.
- "One of printedom's greatest problems," *Printing art*, XXVI (1915), 276-78. Reprinted, "What the public school can do for printing," *Apprenticeship bulletin*, North End Union School of Printing (Boston, January, 1916), 1-12.
- "Preparing for Newark's 250th birthday," *American city*, XIII (1915), 531-33.
- "Speech, words, writing, printing, libraries," *Newarker*, IV (1915), 81.
- "We reformers," *Newarker*, IV (1915), 65.
- "Why libraries in high schools?" *Newarker*, IV (1915). Also separately published (Newark, N.J., 1916). Pp. 4.
1916. "Advertising the essence of public service," *Advertising news*, XXIV (December 23, 1916), 37.
- "Building up directories as advertising mediums" [Address before the Philadelphia Convention of the A.A.C. of the W., June 27, 1916], *Printer's ink*, XCV (1916), 33-36; *Library journal*, XLII (1917), 74-75; and in *American library annual, 1917-1918* (New York: Bowker, 1918), pp. 36-37.
- "Exhibition methods of instruction," *American Library Institute. Papers and proceedings* (1916), pp. 21-28.
- "Increasing the usefulness of museums," *American Association of Museums. Proceedings*, X (1916), 80-87.
- Letter on a plan for a New England commemorative institute, *New York times*, VIII (August 8, 1916), 7.
- Libraries; addresses and essays* (New York: H. W. Wilson, 1916). Pp. 299.



- Pleasant art of getting your own library.* (See under 1913.)
- "Posters and printed publicity," *Printing art*, XXVII (1916), 533-34.
- "Textile industries of New Jersey," *Newarker*, V (1916), 50.
- "What next?" [Delivered before the New York Library Association, October 1, 1915], *Public libraries*, XXI (1916), 3-7; and in Dana, J. C., *Libraries; addresses and essays* (New York: H. W. Wilson, 1916), pp. 281-93.
1917. "Bookman and the library," *Boston evening transcript*, November 17, 1917.
- "Books for the woman voter" [Series of articles], *New York post*, November 17, 1917; January 5, January 10, January 29, February 4, February 8; March 2, March 14, March 28, May 6, May 20, 1918.
- "Criticism of Flexner's 'modern' education idea," *Newark Sunday call*, October 14, 1917.
- The gloom of the museum* ("New museum series," No. 2.) (Woodstock, Vt.: Elm Tree Press, 1917). Pp. 45.
- Help the library to save money to buy books* (Newark, 1917). Pp. 1.
- "Motion pictures feed man's prehistoric appetite," *New York sun*, February 19, 1917.
- New museum* ("New museum series," No. 1.) (Woodstock, Vt.: Elm Tree Press, 1917). Pp. 52.
- "Newark's business branch; a pioneer in the field," *Library journal*, XLII (1917), 265-66.
- "Printing presses in museums and libraries," *Library journal*, XLII (1917), 538-39.
- "Qualities and training necessary for a business librarian," *Public libraries*, XXII (1917), 362-64.
- "White list of business books": No. 1. "Export trade," *Nation's business*, V (November, 1917), 33; No. 2. "Employment problems," *ibid.* (December, 1917), 35; No. 3. "Business and trade periodicals," *ibid.*, VI (January, 1918), 29; No. 4. "Organization," *ibid.* (February, 1918), 33, 55; "White list of business books," *ibid.* (March, 1918), 32, 38, 40; "How to capitalize the pamphlet," *ibid.* (April, 1918), 32; "How to buy books," *ibid.* (June, 1918), 31, 45; "The mailing list," *ibid.* (July, 1918), 34, 42; "Learning made available for you," *ibid.* (August, 1918), 38, 44; "The investor's library," *ibid.* (September, 1918), 24, 42; "Maps; the great time savers," *ibid.* (October, 1918), 34, 44, 46; "Those letters you sign," *ibid.* (November, 1918), 28, 38.
1918. "Book-lending machinery," in Newark, N.J. Public Library, *The library and the museum therein*, I (1918), 3-4.

- "Books for the woman voter." (See under 1917.)
- "Books for women as voters," *National municipal review*, VII (1918), 615-17.
- "Changing character of libraries," *Atlantic monthly*, CXXI (1918), 481-83; *Library journal*, XLIII (1918), 452-53.
- "Citizenship poster," *Library*, I (1918), 11.
- "Colombia, South America; exhibit of its people, resources, business conditions, exports, imports, and of exporting methods," *Library*, I (1918), 8-9.
- "Dialogue on literature and life," *New York post*, January 19, 1918.
- "Economic pressure," *New York post*, March 23, 1918.
- "The filing of war pamphlets by the color-band method," *American Library Institute. Papers and proceedings* (1918), 61-65.
- "How to run a city. Who knows?" [Broadside] *Library*, I (1918), 16.
- Installation of a speaker and accompanying exhibits ...* ("New Museum series," No. 3.) (Woodstock, Vt.: Elm Tree Press, 1918). Pp. 25.
- "Learning one's own library," *Public libraries*, XXIII (1918), 461-62.
- "Libraries and museums for business," *Bulletin of bibliography*, X (1918), 52-54.
- "The Metropolitan Museum" [Letter], *New York post*, April 17, 1918.
- "A note by the librarian," Introduction to *Newark, N.J., Free Public Library. Annual report, 1917* (Newark, N.J.: Free Public Library, 1918).
- "Plan to solve New York's transportation problem," *New York post*, February 7, 1918.
- "The purpose of this thing" [*The library and the museum therein*] *Library*, I (1918), 1.
- "Read that you may serve," *Woman citizen*, III (1918), 456.
- "School of social research," *New republic*, XVII (1918), 103.
- "Schools and museums" *Public libraries*, XXIII (1918), 60-63.
- "Use of print in making war—and peace," *New York post*, July 12, 1918.
- "White list of business books." (See under 1917.)
1919. "An admirable advertisement," *Library*, I (1919), 15-16.
- "And feed his sacred flame," *Library*, I (1919), 4.
- "Best brains the world has produced," *Library*, I (1919), 3.
- "Book service in small libraries," *Library journal*, XLIV (1919), 621-22.
- "Books for business men. Books on sales promotion," *Nation's business*, VII (February, 1919), 30, 32; "Books for the salesman," *ibid.* (March, 1919), 56, 76, 78; "Books about books," *ibid.* (April, 1919), 56, 58; "Ads and the ad man," *ibid.* (May, 1919), 60, 62, 67; "Books

- on accounting," *ibid.* (June, 1919), 78, 86; "Credits and collections," *ibid.* (July, 1919), 64, 68.
- "Business books for printers," *Printing art*, XXXIV (1919), 17-19, 308.
- "The business man and the special library," *Special libraries*, X (1919), 1-2.
- "A clearing-house for pamphlet literature," *Library journal*, XLIV (1919), 299-301. Reprinted from the *Library journal* (May, 1919).
- "Commercial and industrial libraries," *Library journal*, XLIV (1919), 309-10.
- "Co-operation," *Library*, I (1919), 13-14.
- "Creed for Americans," *Library*, I (1919), 16. Also issued on a book-plate of the Free Public Library of Newark, N.J. (n.d.).
- [Discusses the A.L.A. enlarged program] *Bulletin of the American Library Association*, XIII (1919), 368-70.
- "Is this an explanation of why books don't sell?" *Printer's ink*, CVI (1919), 10, 12. Reprinted, *Publishers' weekly*, XCV (1919), 651, under title, "Why books do not sell."
- "The librarian as censor," *Library journal*, XLIV (1919), 728.
- "Libraries and reconstruction," *Bulletin of the New Hampshire libraries*, December, 1919, pp. 164-65.
- "Libraries, special, commercial and industrial," *Encyclopedia Americana* (New York: Americana Corporation, 1919), XVII, 342-45.
- "Library catalogs," *Library*, I (1919), 1-2.
- "Library promotion," *Wilson bulletin*, I (1919), 379-81.
- Museums and industries* [Paper read by the Director of the Museum Association at the annual meeting of the Association] (Newark: Museum Association, 1919). Pp. 24.
- The new relations of museums and industries ... The story of the first ten years of a group of experimental museums* (Newark: Museum Association, 1919). Pp. 23.
- [Note accompanying a cartoon on] "The use of print" [For distribution at the A.L.A. Conference, Asbury Park, N.J., June 27, 1919].
- "Pamphlet library," *Library*, I (1919), 8-9; *Special libraries*, X (1919), 77-78.
- "Public libraries as censors," *Bookman*, XLIX (1919), 147-52.
- "Should teach children to know good printing," *Direct advertising*, VI (1919) 28-31.
- "Training a city in civics," *American city* (City ed.), XX (1919), 239-40.
1920. "The art of the book: the praise of printing," In Carteret Book Club, Newark, N.J. *Catalogue; an exhibition of the evolution of the art of the book, and in praise of printing* [Held at the Free Public Library of the

- city of Newark, New Jersey, from Monday, April 12 to Saturday, May 1, 1920] (Newark: The Club, 1920). Pp. 38. Reprinted separately (Newark: Free Public Library, 1920). Pp. 2.
- "Better book sales," *Judicious advertising*, XVIII (December, 1920), 11-13. Reprinted separately.
- "Design in the industrial arts," *Arts and decoration*, XIV (1920), 117, 174.
- "Efficiency," *Public libraries*, XXV (1920), 4-6.
- "Making the public library a business resource," *American lumberman*, No. 2366 (September 18, 1920), 57.
- "New method of teaching printing," *Print review*, I (1920), 5-9.
- Newark's industries and Newark's library* (Newark, N.J.: Public Library, 1920). Pp. 16.
- "Paying for 'extra service,'" *Library*, I (1920), 4-6.
- A plan for a new museum, the kind of museum it will profit a city to maintain ...* ("New museum series," No. 4.) (Woodstock, Vt.: Elm Tree Press, 1920). Pp. 57.
1921. *Books for the book shy* (Newark: Public Library, 1921). Pp. 2. Introductory note says "Reprinted from *The new student ...*"
- "Certification and civil service control," *Library journal*, XLVI (1921), 881-83.
- Letter on smokers' library, *New York times* (July 10, 1921), 7:10.
- "Libraries and museums," *Library journal*, XLVI (1921), 455-56, 539-40, 697-99, 839-42; XLVII (1922), 705-8.
- "Librarian's widening field," *Boston evening transcript*, June 28, 1921.
- Library work for young men* (Chicago: American Library Association, 1921). Pp. 4.
- "Newark's museums," *Library*, I (1921), 13-14.
- On buying and using print; practical suggestions from a librarian to the business man ...* (New York: Wilson; London: Grafton, 1921). Pp. 60. Reprinted from articles in *Nation's business*, V-VII (November, 1917-July, 1919). (See under 1917, 1919.)
- Small American museum; its efforts towards public utility* (Newark, N.J.: Newark Museum Association, 1921). Pp. 16.
- Suggestions* ("Useful reference series," No. 24.) (Boston: Faxon, 1921). Pp. 52. Also printed in part in *Library*, III (1929), 71-74.
1922. "Certification and standardization," *New Jersey library bulletin*, X, No. 4 (1922), 3-4.
- "Changes in reading," *North American review*, CCXVI (1922), 823-32.
- "Five books by five intelligent persons," *Library*, I (1922), 4-7.
- Letter on industrial arts, *New York times*, VII (February 5, 1922), 8:5.
- "On certification," *Library journal*, XLVII (1922), 472-74.

- [On meeting new conditions in library work; report of speech before the Library Workers' Association, July 29, 1922], *Library journal*, XLVII (1922), 768-70.
- "Public utility of museums," *American city*, XXVI (1922), 359-60.
- "Use of museums," *Nation*, CXV (1922), 374-76. Reprinted separately (Newark: Museum Association, 1922).
1923. "College library," *Freeman*, VI (1923), 561-63.
- Letter on the library, *Christian science monitor*, May 29, 1923.
- "Museum of service," *Survey*, XLIX (1923), 581-85. Separately published (Newark, N.J.: Museum Association, 1923).
- "Newark's business library believes in advertising," *American city*, XXVIII (1923), 241.
- "Volsteadism is both futile and unjust," *Vermont standard*, July 26, 1923.
1924. "The library survey—pro and con," *Library journal*, XLIX (1924), 827-29.
- "A note to Newark readers; a reason why our library does not do more than it does," *Library*, I (1924), 2-7; *Wilson bulletin*, II (1924), 328-30. Reprinted in *Now that everybody has enough to read, what should libraries do?* (Newark: Public Library, 1930). Pp. [3]-18.
- "Note to the staff of the library and museum, from the librarian," *Library*, I (1924), 12-13.
- "Practical uses of the Newark museum," *New York times*, X (April 20, 1924), 12:1.
- "Public library in a sea of print" [Abstract], *Library journal*, XLIX (1924), 618.
- "Training for librarianship," *Library journal*, XLIX (1924), 492.
1925. Book plates of the Newark Public Library: "Everyone should buy books"; "A good tool: a book wisely read"; "Reading makes you more alive"; "Which are the best books for me?" (Newark, 1925).
- "Books that I hope may last a century," *Golden book*, I (1925), 607-8.
- "Growth of special libraries," *Special libraries*, XVI (1925), 183-84; *Library*, II (1925), 7-9. Reprinted from the *Special libraries directory*, 1925 ... in which it appeared as an Introduction.
- "Librarians should respond to the changes that time brings," *Library*, II (1925), 4-7. Reprinted in *Now that everybody has enough to read, what should libraries do?* (Newark, N.J.: Public Library, 1930). Pp. [19]-27.
- "Museum of everyday life," *Woman's home companion*, LII (1925), 29, 72. Reprinted separately (Newark, N.J.: Museum Association, 1925). Pp. 8.

- "'Ours is the greatest machine on the market'" [Broadside], *Library*, II (1925), 24-25.
- "R. C. Jenkinson gift of fine printing," *Library*, II (1925), 18-19.
- "Standardization in libraries," *Wilson bulletin*, II (1925), 452-53.
- "To make librarianship more attractive," *Library journal*, L (1925), 742.
- Vermont explained by a typical Vermont village, which is to say Plymouth* (Woodstock, Vt.: Elm Tree Press, 1925). Pp. 52.
- "What will the survey accomplish?" *Library journal*, L (1925), 962-63.
- "Who knows how to run a library?" *Library*, I (1925), 11-13.
- "Why these four sonnets?" *Library*, II (1925), 21-22.
1926. "Adult education; a much-talked-of movement today," *Library*, II (1926), 35-36; III (1929), 18-21.
- "All progress is change," *Library journal*, LI (1926), 327.
- "Art in industry," *New York times*, April 15, 1926, 26:7.
- "Books in adult education," *Library*, II (1926), 35.
- "Can we have a better Newark as well as a greater?" (See under 1914).
- "Fifty years of advance in library doctrine and practice," *New York libraries*, X (1926), 143-44.
- "In a changing world should museums change?" [Paper read at the 21st annual meeting of the American Association of Museums, New York City, May 17-19, 1926], *Publications of the American Association of Museums*, n.s. I (1926), 17-22.
- "Jersey pilgrimage," *Review of reviews*, LXXIII (1926), 498-502.
- "Librarian's business; an account of what public libraries have done in fifty years," *New York times*, October 4, 1926, 22:7; *Library*, II (1927), 142-43.
- "Literature of libraries," *Library journal*, LI (1926), 149.
- "Museum of, for, and by Newark," *Survey*, LV (1926), 613-17. Reprinted separately (Newark, N.J.: Museum Association, 1926). Pp. 4.
- New museum opens its doors; a resume of the history and purposes of the museum* (Newark, N.J.: Museum Association, 1926). Pp. 3. Note says "Reprinted from *Charm*."
- Newark in New Jersey, the United States of America* (Newark, N.J.: Newark Public Library and Newark Museum, September 8, 1926). Pp. 1. Issued with *Newark invites foreign delegates to the Library Conference to visit its library and museum* (English, French, and German versions).
- "Of lectures," *Library*, II (1926), 59.
- "Reading for reflection," *Library*, II (1926), 50-51. Also issued separately (Newark, N.J.: Public Library, 1926). Pp. 1.

- "Reformer speaks his mind about civil service," *Library*, II (1926), 63.
- "Slogans for a library," *Library*, II (1926), 56.
- "Still timely after nine years," *Library*, II (1926), 66. Reprinted from *Library journal*, XLII (1917), 265-66.
1927. *Art is all in your eye, and art's best friends are the advertisers* ("Hill-of-corn series," No. 3.) (Woodstock, Vt.: Elm Tree Press, 1927). Pp. 15.
- "Changes in library method in a changing world" [Paper read before the American Library Institute in Atlantic City, March 11, 1927], *Libraries*, XXXII (1927), 215-19. Issued separately (Newark, N.J.: Public Library, 1927). Pp. 12.
- Industrialist is an artist* (Newark, N.J.: Public Library, 1927). Pp. 8.
- Letter on international research, *New York times*, June 8, 1927, 24:8.
- Letter on an international fact center, *New York times*, June 17, 1927, 22:7. Reprinted (Newark, N.J.: Public Library, 1927). Pp. 4.
- "Librarian's business; an account of what public libraries have done in fifty years," *Library*, II (1927), 142-43. (See also under 1926.)
- "Library promotion," *Library journal*, LII (1927), 828.
- "Museum and library combination in Newark," *Library*, II (1927), 97-99.
- "Of business; of the improvement of the world; of kings and demagogues; and again of business," *Wilson bulletin*, III (1927), 83. (See also under 1912.)
- "Pensions vs. salaries," *Library journal*, LII (1927), 747.
- "Permanent exhibit of fine books and fine printing," *Library*, II (1927), 110-12.
- "Post-school education," *Library*, II (1927), 159-60.
- "School won its place long ago; the library is still reaching out to every remotest corner of the land," *Library*, II (1927), 147.
- Should museums be useful? Possibilities in museum development* (Newark, N.J.: Museum Association, 1927). Pp. 22.
1928. "Cash value of art in industry," *Forbes*, XXII (August 1, 1928), 16-18, 32.
- "Communication to the members of the Executive board of the A.L.A.," *Bulletin of the American Library Association*, XXII (1928), 9-12; *Library journal*, LIII (1928), 93-95.
- "Fact finding," *Library*, II (1928), 176.
- "Getting an education is learning, not being taught," *Library*, II (1928), 169. Issued separately (Newark, N.J.: Public Library, 1928). Pp. 1.
- "How can I learn how to learn?" *Library*, III (1928), 15.



- "Moving pictures and the passing show of daily life," *Library*, III (1928), 8-9.
- "Museum of design without objects," *American magazine of art*, XIX (1928), 433-35.
- "Newark 58 years from now as visioned by J. C. Dana of the Newark Public Library," *Newark 58 years from now!* (Newark, N.J.: City of Newark, 1928), p. 13.
- "Newark Museum today," *Charm*, August, 1928, pp. 24-25, 76.
- "Now that everybody has enough to read, what should libraries do?" [Paper presented to the New Jersey Library Association, October 11, 1928], *Library*, III (1928), 3-5. Reprinted with "A reason why our library does not do more than it does!" and "Librarians should respond to the changes that time brings," in *Now that everybody has enough to read, what should libraries do? John Cotton Dana considers the changes of a reading world* (Newark, N.J.: Public Library, 1930). Pp. 40.
- "A public library is not what it used to be," *Library*, II (1928), 161-62.
- "Suggestions to publishers," *Atlantic bookshelf*, April, 1928, pp. 28-31.
- "Thoughts on the library and adult education," *Library journal*, LIII (1928), 945.
- "To begin with," *Library*, II (1928), 190.
- To our friends in the Newark Library and the Newark Museum.* Christmas greeting of John Cotton Dana and Beatrice Winsor (Newark, December 25, 1928).
- "What is education?" *School and society*, XXVIII (1928), 238-40.
- "Why I do not read modern fiction," *Nation*, CXXVI (1928), 447-48.
- "Why stop learning?" [Review] *Libraries*, XXXIII (1928), 104-5.
1929. "Adult education," *Library*, III (1929), 18-21. (See also under 1926.)
- "American applied art and the department store," *Newark Museum*, II (1929), 42.
- "Apprenticeship in the Newark library," *Library*, III (1929), 67-68. Reprinted separately in *A public library apprentice class* (Newark: Public Library, 1929). Pp. 8.
- "Books by the best of writers on many interesting subjects at very small prices; a bibliography," *Library journal*, LIV (1929), 709-12. Also issued separately (Newark: Public Library, 1929).
- "Is a museum good for anything?" *Newark Museum*, II (1929), 34; *American magazine of art*, XX (1929), 584.
- Letter urging change in conditions in museums, *New York times* (June 2, 1929), III, 5: 1.
- "Libraries and fiction," *Wilson bulletin*, IV (1929), 61-62.
- "Libraries as business research centers," *Library review*, II (1929), 128-34.

- "Library and adult education," *Library journal*, LIV (1929), 501.
- "Many say they love art," *Library*, III (1929), 34.
- "Museum as an art patron," *Creative art*, IV (1929), sup. 23-26.
- "Newark grows in wisdom" [with a list of books on] "Municipal government," *Library*, III (1929). Reprinted for distribution at the N.J. State League of Municipalities, Atlantic City, N.J., September 26-27, 1929 (Newark, N.J., [1929]). Pp. 2.
- "Newspapers educate," *Library*, III (1929), 81-83.
- The pleasant art of getting your own library* ... (See under 1913.)
- "Public libraries and fiction," *New York times*, September 24, 1929, 30:7. Reprinted in part in *Now that everybody has enough to read, what should libraries do?* (Newark, N.J.: Public Library, 1930), p. [2].
- Publishing methods of the A.L.A.* (Newark, N.J.: Public Library, 1929). Pp. 4.
- "Suggestions," *Library*, III (1929), 71-74. (See under 1921.)
- "What can be said of a museum's 'educational' work?" *Newark Museum Association, Newark, N.J. Twentieth annual report, 1928* (Newark, N.J.: Museum Association, 1929), pp. [5]-7.
- "What is research?" *Libraries*, XXXIV (1929), 109.
1930. "All can join in promoting a public library," *Library*, III (1930), 105.
1931. "The changing field of the public library," *Library*, IV (1931), 1.
1932. "Hobbies for boys," *Library*, V (1932), 5.
- "The wisest teacher," *Library*, IV (1932), 49.
- n.d. *Advertisers, librarians and mutual aid*. Pp. 4.
- Bookplates of the Public Library, Newark, New Jersey: "Creed for Americans"; "John Cotton Dana's twelve famous rules about reading"; "What ought a business man to read?"
- Your ignorance is colossal, but fortunately you do business in Newark, N.J.* ... [A bookmark].

## JOHN COTTON DANA

## EDITOR, COMPILER, TRANSLATOR

- Arapahoe County, Colorado. School District, No. 1... *Drawing and art in the schools. Report of the Teachers' Institute for this school district for Saturday, October 31, 1896*. Compiled by John Cotton Dana ... (Denver: J. M. Rhoads, 1897). Pp. 52.
- Calkins, Earnest E. *Business the civilizer*. Introduction by J. C. Dana (Boston: Little, Brown, 1928). Pp. 309.
- Colorado: about its climate*. Edited by J. C. Dana. (Denver: Printed for ...

- Union Pacific, Denver & Gulf Railway, and Denver, Leadville & Gunnison Railway, 1897.) Pp. 16.
- Connolly, Louise. *Educational value of museums. A report made, under the direction of John Cotton Dana, on the educational functions of American museums.* (Newark, N.J.: Newark Museum, 1914.)
- Copa; the hostess of an inn. A neglected classic, its reputed authors, Cynthia and Propertius, and The story of Keppler's search.* Edited by C. L. Dana and J. C. Dana. (Woodstock, Vt.: Elm Tree Press, 1909.) Pp. 44.
- Denver, Colorado. Public Library. *Public library hand-book, Denver ...* Edited by J. C. Dana. (Denver: Carson-Harper Co., 1895.) Pp. 182.
- Goetzke, Otto. *Gems and gem minerals; a catalogue of the Goetzke collection.* Prepared by Anna H. Gilbert ... under the direction of John Cotton Dana. (Newark, N.J.: The Museum, 1929.) Pp. 28.
- Horatius Flaccus, Quintus. *Horace: Quintus Horatius Flaccus ... the Roman poet presented to modern readers.* Edited by C. L. Dana and John Cotton Dana. (Woodstock, Vt.: Elm Tree Press, 1908.) Pp. 150.
- "Librarian's series." Edited by John Cotton Dana and Henry W. Kent. (Woodstock, Vt.: Elm Tree Press, 1909-16.) 5 vols.
1. Edmund Lester Pearson. *Old librarian's almanac; a very rare pamphlet first published in New Haven, Conn., in 1773 and now reprinted for the first time.* (1909) Pp. 35.
  2. Edmund Lester Pearson. *Library and the librarian; a selection of articles from the "Boston evening transcript" and other sources.* (1910) Pp. 87.
  3. Jesse Torrey. *The intellectual torch, developing a plan for the universal dissemination of knowledge and virtue by means of free public libraries.* (1912) Pp. 43.
  4. Parent, the elder. *Essay on bibliography and on the attainments of a librarian.* Translated by Mrs. Schuyler van Rensselaer. (1914) Pp. 48.
  5. Friedrich Adolf Ebert. *Training of the librarian.* Translated from the 2d German edition by Selma Nachman. (1916) Pp. 39.
- Library, and the museum therein.* Vols. I-III. (Newark, N.J.: Public Library, 1918-29.)
- "Literature of libraries in the seventeenth and eighteenth centuries." Edited by John Cotton Dana and Henry W. Kent. (Chicago: A. C. McClurg; Boston: Merrymount Press, 1906-7.) 6 vols.
1. Jean-Baptiste Cotton des Houssayes. *The duties and qualifications of a librarian; a discourse pronounced in the general assembly of the Sorbonne, December 23, 1780.* (1906) Pp. 56.
  2. John Dury. *The reformed librarie-keeper; or, Two copies of letters concerning the place and office of a librarie-keeper.* (1906) Pp. 71.
  3. Thomas Bodley. *The life of Sir Thomas Bodley written by himself, to-*

gether with the first draft of the statutes of the public library at Oxon. (1906) Pp. 116.

4. James Kirkwood. *Two tracts on the founding and maintaining of parochial libraries in Scotland.* (1906) Pp. 89.
5. Justus Lipsius. *A brief outline of the history of libraries.* Translated from the second edition (Antwerp: Plantin Press, John Moretus, 1607), the last from the hand of the author. (1907) Pp. 121.
6. Gabriel Naudé. *News from France; or, A description of the library of Cardinal Mazarin, preceded by "The surrender of the library" (now newly translated).* (1907) Pp. 75. (*The surrender of the library of Cardinal Mazarin* was translated by Miss Victoria Richmond and John Cotton Dana, from *Histoire de la bibliothèque Mazarine*, par Alfred Franklin. 2d ed. (Paris, 1901.)

"Modern American library economy as illustrated by the Newark, N.J., Free Public Library ..." (Woodstock, Vt.: Elm Tree Press, 1908-29.)

I. (1) *The lending department.* By Sara C. Van de Carr.

Sec. 1. *Work of the registration desk.* (1908). Sec. 2. *Lending and receiving books; the charging system.* (1909) Pp. 53. Sec. 3. *Administration of the lending department.* (1909) Pp. 33. Sec. 4. *Relations with the public in the lending department.* (1910) Pp. 22.

(2) *Booklists and other publications.* By J. C. Dana. (1910) Pp. 31.

(3) *The business branch.* By J. C. Dana and Sarah B. Ball. (1910) Pp. 73.

(4) *Advertising.* By J. C. Dana. (1910) Pp. 31.

(5) *The school department.*

Sec. 1. *School department room.* By J. C. Dana. (1910) Pp. 18.

Sec. 2. *Course of study for normal school pupils on the use of a library.* By Marjary L. Gilson. (1910). Sec. 3. *Picture collection.* By J. C. Dana. Sec. 4. *School libraries.* By Grace Thompson and J. C. Dana. (1911) Pp. 35. Sec. 5. *Course of study for normal school pupils on literature for children.* By Julia S. Har-

ron, Corinne Bacon, and J. C. Dana. (1912) Pp. 134.

(6) *The art department.*

Sec. 1. *Large pictures, educational and decorative.* By Marjary L. Gilson and J. C. Dana. (1912) Pp. 89.

II. *High school branch of the public library.* By Elizabeth B. McKnight and J. C. Dana. (1913) Pp. 39.

*Maps, atlases and geographical publications, being the revision and enlargement of the 2d part of the "Business branch" pamphlet published in 1910.* By Sarah B. Ball. (1915) Pp. 46.

*The vertical file.* By Margaret A. McVety and Mabel E. Colgrove. (1915) Pp. 34.

*How to use a library; a course of study.* By Louise Connolly. (1917.)

- Aids in high school teaching; pictures and objects.* By J. C. Dana and Blanche Gardner. (1916) Pp. 68.
- The picture collection, revised.* Rev. and enl. ed. By J. C. Dana and Blanche Gardner. (1917) Pp. 96.
- List of subject headings for the information file, with introduction and a list which supplements "The information file," of 119 important reference books containing current information.* Compiled by Mabel E. Colgrove and Margaret A. McVety. (1917) Pp. 123.
- The color-and-position method for filing pamphlets, books, maps, documents, letters and other material.* By J. C. Dana. (1918) Pp. 36.
- Morley, Linda H. *Mailing list directory and classified index to trade directories.* By Linda H. Morley and Adelaide C. Kight ... under the direction of John Cotton Dana. (New York: McGraw-Hill, 1924.) Pp. 727.
- The Museum*, Vol. I, No. 1. (Newark: Museum Association, May, 1917.)
- The Museum*, Vol. I, 12 nos. (Newark: Museum Association, April, 1925—April, 1928.)
- Naudé, Gabriel. *Instructions concerning erecting of a library; presented to my lord the President de Mesmes ...* (Cambridge: Printed for Houghton Mifflin at the Riverside Press, 1903.) Pp. 160. A reprint of the 1661 translation of Naudé's *Advis pour dresser une bibliothèque*. 2d ed. (Paris, 1644), with Introduction by John Cotton Dana.
- New Jersey Federation of Women's Clubs. Committee on International Relations. *Aids to international understanding; a book list with notes.* Prefaced with "An explanation" by J. C. Dana and compiled by the Newark Public Library. (1927?) Pp. 16. "Note of explanation" also published separately.
- Newark Museum. Art, science, technology, history.* Vols. I-III; February, 1910—July, 1913. (Newark, N.J., 1910-13.) No more published after Vol. III, No. 1 (July, 1913).
- Newark Museum Association, Newark, N.J. Annual report, 1909-1928.* (Newark, N.J.: Printed for the Association, 1910-29.)
- Newark Museum Association, Newark, N.J. Bulletin.* Vol. I-III. (Newark, N.J.: Printed for the Association, February, 1910—July, 1913.)
- Newark Museum Association, Newark, N.J. *A catalogue of the first Coles exhibition ...* Compiled by J. C. Dana. (Newark, N.J.: Museum Association, 1920.) Pp. 40.
- . *The lending department; a description of a special service of a museum and of the room in which that service is given.* By Sarah A. Hine ... and Edith Gustafson ... under the direction of John Cotton Dana. (Newark, N.J.: Museum Association, 1928.) Pp. 24.
- Newark, N.J., Free Public Library. *Annual report of the Board of trustees of the Free Public Library ... , 1902-28.* (Newark, N.J.: Printed for the Free Public Library, 1903-29.) Reports of 1911-15 published in the *Newarker*; reports of 1918-28 published in the *Library*.
- . *Books for boys and girls in the Free Public Library, Newark, New Jer-*

- sey. 5th ed. (Newark, N.J.: Printed for the Free Public Library, 1923.) Pp. 45. First published in 1903. Introduction by J. C. Dana.
- . *Business books; 1920-1926. An analytical catalog of 2600 titles ...* Compiled by Linda H. Morley and Adelaide C. Kight, under the direction of John Cotton Dana. (New York: H. W. Wilson, 1927.)
- . *Business branch; what is done for Newark business by the staff of this branch, with books and other printed things ...* (Newark, N.J.: Public Library, 1927.) Pp. 12.
- . *500 business magazines classified by subject ...* 2d ed. rev. and enl. Compiled by the staff of the Business Branch, under the direction of John Cotton Dana. (Newark, N.J.: Business Branch of the Public Library, 1929.) Pp. 32. 1st ed., 1926, has title: *400 business periodicals*.
- . *Foreign countries; a list of books on foreign countries.* Compiled for the U.S. Shipping Board by the Free Public Library of Newark, N. J. Miss Marie L. Prevost, compiler, under the direction of John Cotton Dana. (Washington, D.C.: Government Printing Office, 1918.) 25 numb. 1.
- . *The Middle Ages; books on subjects mentioned by Thomas L. Raymond in his "Events," and another list on the Middle Ages in general.* (Newark, N.J.: Public Library, 1926.) Pp. 6. Introduction by J. C. Dana.
- . *The nine branch libraries of the Public Library of Newark, N.J.* Compiled by Eleanor Shane, under the direction of John Cotton Dana. (Newark, N.J.: Public Library, 1930.) Pp. 51.
- . *One hundred of the best novels.* Compiled by the Free Public Library of Newark, N.J., April, 1901; 1st revision, February, 1906; 2d rev., June, 1907; 3d rev., April, 1916; 4th rev., December, 1919; 5th rev., January, 1923; 6th rev., March, 1924; 7th rev., June, 1927; reprint, January, 1929. With a "Note of explanation," by J. C. D. (Newark, N.J.: Public Library, variously dated.)
- . *Official list of subject headings used in the vertical files of the Library.* (Newark, N.J.: Public Library, April, 1914.) 5 sheets. Rev. ed. included in "Modern American library economy series."
- . *The Roseville branch of the Free Public Library in the old Bathgate House, opened July 19, 1917.* (Newark, N.J.: Public Library, 1917.) Pp. 46.
- . *Selection of books on foreign languages; a list of books on foreign languages.* Compiled for the U.S. Shipping Board by the Free Public Library of Newark, N.J. by M. L. Prevost under the direction of John Cotton Dana. (Washington, D.C.: Government Printing Office, 1918.) 7 numb. 1.
- . *Ships and the ocean; a list of books on ships, commerce, and the merchant marine.* Compiled for the U.S. Shipping Board by the Free Public Library of Newark, N.J. M. L. Prevost, compiler, under the direction of John Cotton Dana. (Washington, D.C.: Government Printing Office, 1918.) 7 numb. 1.
- . *1600 business books, arranged by authors, by titles and by subjects.*

- Compiled by Sarah B. Ball, under the supervision of John Cotton Dana. 2d ed. rev. and enl. to 2100 titles by L. H. Morley and S. H. Powell. (White Plains, N.Y.: Wilson, 1917.) Pp. 232. Also *2400 business books and guide to business literature*. By L. H. Morley and A. C. Kight ... under the direction of J. C. Dana. (New York: Wilson, 1920.) Pp. 456.
- . *Surprising statements from recent books*. (Newark, N.J.: Public Library, 1927.) Pp. 17. Note by J. C. Dana.
- . *A thousand of the best novels*. 5th revision. Compiled by the Newark Free Public Library. (Newark, N.J.: Public Library, 1923.) Pp. 36. Includes Introduction to 1st ed., 1904, and Introduction to 4th ed., 1919, by John Cotton Dana.
- . *World trade; a list of books on world trade*. Compiled for the U.S. Shipping Board by the Free Public Library of Newark, N.J. M. L. Prevost, compiler, under the direction of J. C. Dana. (Washington: Government Printing Office, 1918.) 8 numb. 1.
- The Newarker; a journal published to introduce a city to itself and to its public library*. Edited by J. C. Dana. Vol. I-III, November, 1911—October, 1916 ... (Newark and New York: Essex Press, 1912-16.)
- Peignot, Gabriel (i.e., Etienne Gabriel, 1767-1849). *The librarian* ... Translated by J. C. Dana. (Newark, N.J., 1904.) A broadside.
- Perleberg, H. C. *Persian textiles; 50 photographic prints illustrating 38 original Persian and Paisley shawls, tapestries, and borders*. With an Introduction by J. C. Dana. (New York: The Compiler, 1919.)
- ... *The picture collection*. 3d ed. Revised by Marcelle Frebault. (New York: Wilson, 1928.) Pp. 77. 4th ed. Revised by Marcelle Frebault. (New York: Wilson, 1929.) Pp. 78.
- The Pomfret Library, Vermont, in the Abbott Memorial Library building* ... Compiled by J. C. Dana. (Woodstock, Vt.: Elm Tree Press, 1911.) Pp. 52.
- Prescott, Della R. *A day in a colonial home*. Edited by John Cotton Dana. (Boston: Marshall Jones Co., 1921.) Pp. 70.
- Twombly, Frances Doane; and Dana, John Cotton, compilers. *The romance of labor; scenes from good novels depicting joy in work*. By Frances Doane Twombly, an idle woman, and John Cotton Dana, a busy man ... (New York: Macmillan, 1916.) Pp. 287.
- Vermont broadsides*. Compiled by John Cotton Dana. (Woodstock, Vt.: Elm Tree Press, 1912.) 58 leaves.

## ABOUT JOHN COTTON DANA

1898. Notice of the appointment of Dana to the Springfield, Mass., Public Library, *Public libraries*, III (1898), 11.
1902. Editorial on Dana's appointment to the Newark Public Library, *Public libraries*, VII (1902), 19.



1903. Editorial on the quality of American reading, *Outlook*, LXXV (1903), 767.
1916. Letter on publicity. *Bulletin of the American Library Association*, X (1916), 31; *Public libraries*, XXI (1916), 310.
1917. "Exhibition of Ralph Ruzicka's engravings," *Public libraries*, XXII (1917), 149.
1918. "John Cotton Dana, librarian, Public Library, Newark, N.J.," *Bulletin of bibliography*, X (1918), 25.
1919. "A publisher's comment on Mr. Dana's suggestion, 'Why books do not sell,'" *Publishers' weekly*, XCV (1919), 651-52.
1922. Randall, M. "Human nature as seen by a great librarian; an interview," *American magazine*, XCIV (1922), 14-15.
1923. Dubuc, F. F. "Bringing east and west together through art," *Arts and decoration*, XIX (1923), 24-25.
1925. "Tells American Library Association that it lags behind educational needs," *New York times*, July 7, 1925, 9:1.
1927. Editorial on John Cotton Dana, *New York times*, March 15, 1927. Reprinted in *Changes in library methods in a changing world* (Newark, N.J.: Public Library, 1927), pp. [1]-2.
1928. "Apostle of applied art in the home," *Literary digest*, XCVIII (1928), 22-23.  
"John Cotton Dana," *Who's who in America* (Chicago: A. N. Marquis, 1928), p. 599.
1929. Bennett, C. A. "John Cotton Dana and the lending museum," *Industrial education magazine*, XXXI (1929), 208-9.  
"Bringing art to the masses," *Literary digest*, CII (1929), 20.  
"Dana is dead," *Port.*, *Art digest*, III (1929), 11.  
Editorial, *Nation*, CXIX (1929), 105.  
Editorial, *New York world*, July 25, 1929.  
Editorial on John Cotton Dana and his communications to the A.L.A., *Library journal*, LIV (1929), 349.  
"He made libraries useful," *Literary digest*, CII (1929), 25.  
Hill, F. P. "John Cotton Dana—an appreciation," *Library journal*, LIV (1929), 600-601.  
Jenkinson, R. C. "A wise leader and a great friend," *Library*, III (1929), 70-71.

- "John Cotton Dana," *Bulletin of the American Library Association*, XXIII (1929), 421; *Art news*, XXVII (1929), 12; *Michigan library bulletin*, XX (1929), 224-25; *Libraries*, XXXIV (1929), 520; *School and society*, XXX (1929), 128-29.
- "John Cotton Dana—a great librarian," *Library journal*, LIV (1929), 662-64.
- "Newark, N.J., Public Library. John Cotton Dana," *Libraries*, XXXIV (1929), 372-74.
- [Articles in] *Newark evening news*, July 22, 23, 24, 29; August 1, 1929. Note on the illness of John Cotton Dana, *Library journal*, LIV (1929), 599.
- Obituary, *American magazine of art*, XX (1929), 532-34; *Antiquarian*, XIII (1929), 23; *International studio*, XCIV (1929), 54; *Kunst und Künstler*, XXVII (1929), 491; *Metropolitan Museum bulletin*, XXIV (1929), 215-16; *Museum news*, VII (1929), 1; *Publishers' weekly*, CXVI (1929), 367.
- Rafferty, G. "Liberator; a poem," *Wilson bulletin*, IV (1929), 74-75.
- Sewall, Henry. *John Cotton Dana, foster-father of the Denver Medical Library*. Reprinted from *Colorado medicine*, December, 1929. Pp. 6.
- "Tributes," *Libraries*, XXXIV (1929), 374-78.
- "Tributes; letters, excerpts from editorials, newspaper notices and magazine articles," *Port.*, *Newark Museum*, II (1929), 73-88.
- Winser, Beatrice. "An appreciation," *Library journal*, LIV (1929), 716.
- . "Tribute for the library staff," *Library*, III (1929), 70.
1930. "Bronze tablet to Mr. Dana unveiled," *Libraries*, XXXV (1930), 311.
- Genzmer, G. H. "John Cotton Dana," *Dictionary of American biography* (New York: Scribner's, 1930), V, 56-57.
- John Cotton Dana, 1856-1929*. (Newark, N.J. [Boston: D. B. Updike at the Merrymount Press], 1930.) Pp. 125.
- Mamiya, F. & Company, Osaka, Japan. Letter about Dana and his work, *Library*, III (1930), 104.
- "Memorial to Dana," *Art digest*, IV (1930), 14.
- "Resolution," *Newark Museum Association. Twenty-first annual report, 1929* (Newark, N.J.: Museum Association, 1930), pp. 7-8.
- Winser, Beatrice. "Note" [on Dana's attitude toward the fiction problem], *Now that everybody has enough to read, what should libraries do?* (Newark, N.J.: Public Library, 1930), pp. [2].
1931. "Dana memorial," *Libraries*, XXXVI (1931), 21.
- Gaston, M. E. "Educational work of the Newark Museum," *Newark Museum*, III (1931), 158-60.
- "A memorial tablet to Mr. Dana," *Library*, III (1931), 148.

- "New methods for old museum problems," *Newark museum*, III (1931), 166-67.
1935. "Cherished memory; John Cotton Dana" [Editorial] *Newark, N.J., ledger*, October 4, 1935.
- Egner, A. F. "John Cotton Dana day," *Newark evening news*, October 4, 1935.
- "An honored prophet" [Editorial], *New York times*, October 4, 1935.
- Kingdon, F. and Winsor, B. "John Cotton Dana day," *Library journal*, LX (1935), 852-54.
- "Leaders unite in tribute to Dana memory; exercises at Museum in honor of founder are attended by 600" [Illus.], *Newark evening news*, October 7, 1935, p. 8.
- Winsor, Beatrice. "A tribute to John Cotton Dana, a great American," *Newark, N.J., star eagle*, October 4, 1935.
- Portraits: *American city*, VI (1912), 549; *American magazine*, XCIV (1922), 14-15; *American magazine of art*, XVII (1926), 339; *Arts and decoration*, XIV (1920), 117; *John Cotton Dana, 1856-1929* (Newark, N.J., 1930); *Libraries*, XXXIV (1929), 371-78, 520; *Library*, III (1929), 69; *Library journal*, XLV (1920), 297; *Literary digest*, XCVIII (1928), 22-23 and CII (1929) 20; *New York times*, IV (June 7, 1925), 8:1; *Newark Museum Association. Twenty-first annual report* (Newark, N.J.: Museum Association, 1929); *Publishers' weekly*, CXVI (1929), 367; *Survey*, LV (1926), 613-17; and many others.

## THE ARTIST-TEACHER IN THE FIELD OF BIBLIOGRAPHY<sup>1</sup>

### AN APPLICATION OF MODERN EDUCATIONAL THEORIES AND TECHNIQUES TO THE TEACHING OF THE FIRST-YEAR LIBRARY-SCHOOL COURSE IN REFERENCE

MARGARET HUTCHINS

THE subtitle of this paper may seem to contradict the title and to imply that teaching is an applied science rather than a fine art. Its justification is found in Dr. Bagley's suggestion that the "scientific attitude may well be regarded as a most desirable part of the equipment of the artist-teacher."<sup>2</sup> Another modification of the title by the subtitle is that which limits the discussion to one of the several courses ordinarily given by library schools in the field of bibliography, viz., the basic course in reference.

A comparison of the five essential items in the equipment of the artist-teacher listed by Dr. Bagley<sup>3</sup> with the usual equipment of the teacher of the first-year reference course will show why the fifth is the one singled out for special examination. The five items are as follows: (1) a thoroughgoing mastery of the materials that one teaches; (2) a keen appreciation of the significance of these materials to human life; (3) an ardent desire to have others know and appreciate these materials; (4) a sympathetic understanding of the difficulties which the learner will

<sup>1</sup> The paper of which this is a condensation was written several years ago by a former reference librarian who was preparing herself to teach in a professional school. It was an attempt to apply to the teaching of reference certain educational theories and techniques which had been presented to her by Dr. W. C. Bagley in one of his courses at Teachers College, Columbia University. Although delay in publication may have made the terminology and the literature cited seem somewhat old-fashioned for such a changing subject as education, yet the fundamental principles and their special applications seem to the writer to remain valid.

<sup>2</sup> W. C. Bagley, "Teaching as a fine art," *Educational method*, IX (May, 1930), 459-60.

<sup>3</sup> *Ibid.*

encounter in mastering the materials; and (5) a command of the techniques by which these difficulties may best be overcome.<sup>4</sup>

Inasmuch as teachers in library schools have been generally recruited from among successful librarians in the field, it is usual to find that they possess the first three items to a marked degree. The work of a reference librarian, moreover, especially develops also the sympathetic attitude listed as the fourth requisite. The fifth item, however—the command of the techniques of teaching—is quite likely to be lacking.

While Dr. Bagley thinks it is reasonable to believe that many of these techniques may be gained from "observation of master-teachers" and "from the discipline of experience," the opportunity for the former is slight, and the exercise of the latter is quite likely to increase the difficulties of the students. The desired results may be hastened by the study of modern methods of teaching as honest attempts at solution of problems rather than as the mere fads they sometimes appear across the reference desk.

*Objectives of a course in reference.*—Before trying to find out which of the techniques are best for this specific purpose it is necessary to consider the objectives of a course in reference. And here we meet the first difficulty, due to a lack of uniformity in library schools and to an uncertainty as to whether the schools are meeting the needs of the profession.

"I don't know what they teach in the course in reference at ——Library School," exclaimed an exasperated librarian, "but Miss X (just out from there) doesn't seem to know how to go about finding any information. Why, my secretary has a better nose for ferreting out things from books than Miss X."

Of course, Miss X may not have had the natural aptitude for reference work which the secretary evidently possessed, and certainly she had not the advantage of the experience which the secretary had attained through an apprenticeship under the direction of her chief, and yet—? As Dr. Bode says:

No amount of training can convert dullness into genius, and if the individual is slow-witted or too much upset by the emergency to use his own re-

<sup>4</sup> *Ibid.*

sources, this fact can hardly be blamed on education. But, unfortunately, the failure to apply previous training to the new situation may be due to the character of the training.<sup>5</sup>

These unsatisfactory library-school graduates may be like the children, described by Morrison, who pass spelling tests and yet on the next written paper misspell words on which they were impeccable in the tests.<sup>6</sup> However, it is not only the experienced librarians who are impatient with inexperience, but the graduates themselves who complain that they did not get from the course in reference what they later found they wanted and that much of what had been taught them was of no practical use.

Teachers of reference, under criticism, reply: "But we have time only to teach reference books." It might be well for us who teach to examine our consciences to see if we may not perhaps be guilty of one of the artist-teacher's seven deadly sins in Dr. Horne's category, viz., Pedantry:

Are we not in a measure pedantic? The pedant substitutes knowledge for wisdom. And the knowledge he has is without perspective. He has little sense of the relative value of different pieces of knowledge. The knowledge that makes no difference is pedantry; the knowledge that guides life is wisdom. Pedantry is a parade of intellectual wares; wisdom is knowing what is best to do and doing it. . . . One way to avoid pedantry is to consider constantly the uses to which knowledge may be put.<sup>7</sup>

Are we sure that it is more important for a reference librarian to know which dictionary carries its key to pronunciation at the top of the page and which at the bottom of the page than it is to know, for example, that a more satisfactory map of a small country may be found in a so-called "circulation book" than in an atlas?

We have had a job analysis of the reference librarian's work in the Charters Library Curriculum Study which shows that a reference librarian does something more than answer questions by means of reference books. We have also had collections of reference questions tabulated and classified for the same study

<sup>5</sup> B. H. Bode, *Fundamentals of education* (New York: Macmillan, 1921), p. 156.

<sup>6</sup> H. C. Morrison, *The practice of teaching in secondary schools* (Chicago: University of Chicago Press, 1926), p. 28.

<sup>7</sup> H. H. Horne, *The teacher as an artist* (Boston: Houghton, 1917), p. 44.

to show which classes of the Decimal Classification can claim the most reference questions.<sup>8</sup> (Have we perhaps been led thereby to fall into the fallacy that teaching more reference books in those classes will meet the situation?) But what is needed is an analysis of just what features of the commonest reference books a reference librarian uses and a tabulation of the reference books most used. In this way all the time wasted in reference courses on unnecessary reference books could be applied toward teaching the student the rudiments of reference technique—the science of reasoned application of integrated knowledge.

Besides changing the content of the course it may be necessary to change the point of view. After all, isn't it the mastery of reference books that reference librarians want—not simply to know what their scope, arrangement, special features, etc., are, but to have them so under their control that the books become their slaves indeed? A student may be able to describe a book accurately and in detail and yet fail to see the significance of those details when confronted with a question which could or could not be answered by a book with just that combination of subject matter and manner of presentation. For example, he may be able to describe the *Official railway guide* as a monthly compilation of time tables with an alphabetical index of stations, and yet fail to see that there he might find out the distance between two points; or, on the other hand, he might assert that that is the best place to look for a history of the Illinois Central Railroad. How is this mastery to be accomplished? One cannot change the nature of the books. Therefore, one must work with the students: first, to change their attitude toward books and, second, to develop their ability to command these newly discovered servants. Morrison says:

Any actual learning is always expressed either as a change in the attitude of the individual or as the acquisition of a special ability or as the attainment of some form of skill in manipulating instrumentalities or materials. . . . Thus the process of education or adjustment to life-conditions is made up of adaptations, and the true learning products are for the most part true adaptations.<sup>9</sup>

<sup>8</sup> W. W. Charters, "College preparation for reference work," *School and society*, XXVII (February, 1928), 150-52.

<sup>9</sup> Morrison, *op. cit.*, pp. 19, 22-23.



Possibly the theory on which teachers of reference have worked is what Morrison calls "the fallacy of the passing grade" which fosters "the get-by attitude." Perhaps they have assumed that "lesson-learning automatically transfers to the real learning for which it stands"—that if students pass satisfactory tests on facts about reference books they will automatically use that knowledge when they are confronted with the problems that make up so large a share of the life of a reference librarian. But Morrison presents evidence that such transfers occur in practice only casually and uncertainly,<sup>10</sup> and elsewhere he says: "Education is not learning what to do, but becoming the kind of person who knows what to do."<sup>11</sup> Trying then to fit the course to the demand from the field, let us consider what may be the desired attitudes and abilities expressed as its objectives or outcomes.

1. The course will contain those elements which, in varying amounts and proportions, have been found in all reference courses of the traditional kind, viz.
  - a) The study of certain essential or basic general reference books and tools, the use of which should become more or less automatic, so that, for the simplest of examples, the request for the author of a certain poem is the stimulus to which the first, immediate, almost unconscious response is reaching for Granger's *Index*, with a chain of other responses in case the first is unsuccessful
  - b) The study of reference books in special subjects; not, however, merely a multiplication of books, but types of books, with a training of the power to analyze a question or problem and connect it, first, with the proper type of book and, second, with the right individual book
2. To this study of reference books will be added information about the reference sources other than reference books
3. Then, phases that are now stressed, one in one library school, another in another, will be all taught in the ideal course, viz.
  - a) Comparative evaluation of reference books with a view to developing judgment in the selection of reference books for varying types of libraries
  - b) The psychological side of the work known to the profession as "handling reference questions"
  - c) The compilation of bibliographies, unless this is taught in a separate course

<sup>10</sup> *Ibid.*, pp. 50-63.

<sup>11</sup> *Basic principles in education* (Boston: Houghton, 1934), p. 107.

- d) The making of special indexes
- e) The maintenance of pamphlet and clipping files
- f) The supervision of reading rooms
- g) The administration of a reference department

And amid all the details of training for these techniques the chief objective should be kept in mind—the production, in so far as the individual student's capacity and tastes permit, of enthusiastic reference assistants, eager to share their knowledge and skill with the users of their libraries and keen as foxhounds in hunting out information in the library copse. We acknowledge that this is a large order for a library school to serve when reference is but one of the many subjects in the curriculum which must be mastered. All the more reason for seeking out methods of solving the problem in the most economical way!

We appeal, therefore, to the specialists in education for help. Possibly the best results, from an immediate and objective point of view, would be obtained by stating the problems and turning them over to the specialist to solve, but, in the long run, the results will be better if teachers of reference learn how to apply modern educational theories and techniques to their special field so that, as new problems arise, they will know how to go about solving them. If we are to produce librarians who know what to do, we must ourselves, as teachers, be "persons who know what to do."

*The Morrison Mastery Formula.*—Reference has already been made in this paper to mastery and to Morrison, which may seem to indicate that the solution of our problem of technique is the application of Morrison's Mastery Formula. There is a question, however, as to whether the details of his formula have as yet been worked out sufficiently in the field of higher vocational or professional education for the novice teacher to apply them safely in all cases. He himself does not claim that his five types of teaching subjects apply to more than the field of vocational education so long as it is at the secondary level.<sup>12</sup> Moreover, he gives this caution: "There is perhaps no single factor so commonly responsible for non-mastery as persistent attempts to

<sup>12</sup> *The practice of teaching in secondary schools*, p. 89.

achieve a given learning product under the wrong type of technique. In many schools, practically the only type employed is the Science type."<sup>13</sup> His five types with their objectives are as follows:

1. *Science type*.—"Adaptations which are in form understandings of principles or processes in the relation of cause and effect. The method of learning is a process of reflection and rationalization."
2. *Appreciation type*.—"The learning units here are in the form of adaptations in terms of which are valued those products of civilization which are and have been contributed by fine arts, by religion and by the best examples of moral behavior. . . ."
3. *Practical-arts type*.—"The objectives here are adaptations which lead to the intelligent manipulation of appliances and molding of materials."
4. *Language-arts type*.—"Applies to the learning of any method of receiving or expressing thought or feeling in the form of continuous expression."
5. *Pure-practice type*.—"Objectives are in the form of automatic facility and the learning process is pure repetition until the adaptation sought becomes established."<sup>14</sup>

Miss Conner has worked out a unit in the reference course as belonging in the science type,<sup>15</sup> but it is a question whether reference units do not partake of the nature of other types quite as much as of the science type. Professor Morrison's examples of the practical-arts type, smelling of machine oil as they do, should not deter us from a close scrutiny of the technique of this type of teaching. There is perhaps, however, a gap between it and the science type which could be filled with another type yet to be worked out, which would combine rationalization and manipulation, more applicable to professional and artistic subjects than either Type 1 or Type 3 alone.

*Classification of outcomes according to Bagley and Keith*.—While we are waiting for someone to develop Professor Morrison's theories in the higher fields of education, let us try the classification of the objectives of a course in reference in accordance with the classification of outcomes in Bagley and Keith, *Introduction to teaching*. They divide the outcomes of teaching

<sup>13</sup> *Ibid.*, p. 95.

<sup>14</sup> *Ibid.*, pp. 89-93.

<sup>15</sup> Martha Conner, "The teaching and testing of the unit on history in the reference course," *Library journal*, LIII (April 15, 1928), 341-45.

into two main classes: (1) "fixed responses to recurrent situations," "habits," "skills," and "attitudes," and (2) "adaptive controls."<sup>16</sup>

Quite plainly, some of the ordinary information-desk type of reference work, which is dependent on a small collection of much-used reference tools, and also the mechanical part of the compilation of bibliographies and indexes belong in the first class and therefore involve the acquiring of habits or skills and the principles of "drill lessons."

The rest of the course should lead to the adaptive outcomes, which Bagley and Keith divide again into "ideas" and "ideals." Of ideas they say:

The ability to recall experience in the form of ideas is obviously of very great value, for it enables one to "size up" situations or solve problems in the light of earlier experiences with situations or problems of the same kind. But the ability to construct ideas from elements chosen from different experiences is of even larger value. . . . This constructive ability also makes possible an intelligent *adaptation* of past experience to *new* situations and problems. [In "knowledge" rather than "skill" subjects] . . . the emphasis should be upon *rational* mastery rather than upon mechanical mastery, upon *understanding* or *comprehension* rather than upon *memorization*.<sup>17</sup>

One could hardly have a better definition of the ability of a successful reference librarian than the preceding quotation, or of the principal aim of a course in reference than the following:

The large problem in connection with "instruction" (as distinguished from "training," or habit-building) is to make knowledge *dynamic*;—to teach in such a way that what is learned will not only be understood, but also *recalled* and *applied* when needed in facing and solving the problems of life.<sup>18</sup>

Of an ideal Bagley and Keith say that it is the

*master-idea*,—a much more comprehensive control [than idea] which determines large patterns of conduct . . . surcharged . . . not only with *meaning* but with *worth* . . . it has an *emotional* as well as an *intellectual* basis; it is *appreciated* as well as *understood* and *comprehended*.<sup>19</sup>

Ideals are of two kinds: "terminal," i.e., ambitions, and "regulative," i.e., "standards of conduct." Here are expressed the

<sup>16</sup> W. C. Bagley and J. A. H. Keith, *An introduction to teaching* (New York: Macmillan, 1924), pp. 210-11.

<sup>17</sup> *Ibid.*, pp. 224-25.

<sup>18</sup> *Ibid.*, p. 231.

<sup>19</sup> *Ibid.*, p. 241.

two leading motives of the true reference librarian—the desire to achieve success in the hunt, whatever the cost of patience and perseverance, and the desire to help other people.

Although the “fixed responses” in the form of skills constitute the first class of outcomes described above, in reference work they are so dependent upon previous rational mastery of the material that it seems best to defer the technique of the “drill lesson” until later.

*Rational mastery and the assignment in the reference course.*—Miss Martha Conner in her article, “The teaching and testing of the unit on history in the reference course,”<sup>20</sup> has suggested bringing in tactual as well as visual associations in the presentation of the material to be mastered. She recommends that pupils see and handle in the classroom the books they must learn to use. Another teaching device which may precede or supplement the presentation by the teacher is the assignment method. Strayer has said:

The element which needs most emphasis in deductive teaching is the realization on the part of the teacher that the success of the process is directly proportional to the independence with which the pupil discovers for himself that which is essential in the situation under consideration, his attempt to fit or relate the particular case to the principle or generalization by which it will be explained and his willingness, when he discovers his error by an attempted verification, to repeat the process.<sup>21</sup>

The traditional assignment in reference courses is a group of reference-book descriptions in Mudge's *Guide to reference books*, together with a problem consisting of a list of questions, presumably bona fide questions culled from the records of some reference department. The theory back of this problem assignment is sound and perhaps, considering the early use of this method in library schools,<sup>22</sup> a surprising anticipation of Dr. Dewey's theories as expressed in *How we think*<sup>23</sup> and of the

<sup>20</sup> *Op. cit.*

<sup>21</sup> G. D. Strayer, *Brief course in the teaching process* (New York: Macmillan, 1911), p. 76.

<sup>22</sup> A. B. Kroeger, “Instruction in books in library schools,” *Library journal*, XXXII (September, 1907), 396.

<sup>23</sup> John Dewey, *How we think* (Boston: Heath, 1910).

development of the project method. Each question is supposed to be a challenge to the student's reasoning powers to determine what books to use, after having carefully collected the data in regard to them from a study of Mudge and examination of the books themselves. The answers expected from the students are references to the books in which the answers to the questions are found. Unfortunately, the theory does not work out so well in practice as might be expected. Instead, each student, as recent graduates have told the writer, in the mad rush for an inadequate supply of books, takes whatever book he can get hold of and then looks up every question on his list which might, by any chance, be answered in it. If the answer to one or more of the questions is found, the reference is hastily written down and the book exchanged with a neighbor for another, both books possibly left open if the sense of co-operation outweighs the sense of honesty. The result is that the students have collected no data and formed no associations.

Even under the best of conditions, when a student has unimpeded access to the books, the "transfer potency"<sup>24</sup> is reduced, as Dr. Bagley points out that it may be, by "too close an absorption" of the student in the particular problem on which he is working. Even intelligent and conscientious students, whose instructors, mindful of the danger, have cautioned the class that the process is more important than the information found, have commented upon the problem method in reference courses: "But I was so interested in finding the answer that I forgot to look at the books." As Strayer puts it, "The wrong emphasis on correctness of the result, instead of correctness of the method employed in getting the result, encourages much illogical work and develops careless habits of thought."<sup>25</sup> This is especially true when students feel that they are being graded on the problems which they hand in rather than on the class discussion of methods.

Miss Edith C. Lawrence, in a paper read at the meeting of

<sup>24</sup> Bagley, *Education* 228 *W. Theories and techniques of teaching*. (Syllabus.) (New York: Teachers College, 1930 [mimeograph]), p. 8.

<sup>25</sup> *Op. cit.*, p. 72.

the Association of American Library Schools in Los Angeles, 1930, is reported to have said: "It may be that the reference problem, as used in the past, has outlived its usefulness, especially for very large classes, and should be replaced by a set of generalized questions, to serve as a guide to study."<sup>26</sup> Other teachers have reached that conclusion. Mimeographed sets of questions or topics drawn up to guide the student in his examination and study of reference books have been used regularly in two library schools, in which the writer has had experience, since July, 1929, and an assignment of this kind is described in Miss Conner's article, "Difficulty analysis of the teaching of reference work," in the *Library journal*, May, 1928. Quite possibly there has been an unrecorded swing from problem to topical assignments in other library schools for even a longer time.

It is well to recall Davis' requirements of the assignment,<sup>27</sup> that it should: (a) show clearly what is to be done; (b) inspire pupils; (c) direct attention to difficulties (e.g., the difference in reference-book arrangement) and suggest aids (such as index, table of contents); (d) show organization of subject matter (e.g., comparisons of books in the assignment, classification into types); and (e) place the study material on such a plane qualitatively and quantitatively as to meet the needs and abilities of the class. (The matter of quantity is especially important in the library school, where the amount to be learned constantly tempts the instructors to overload the students.)

Following such an assignment, if possible in the time allotted to the course, there should be a recitation period in which the students not only discuss the points outlined, but by topical recitation show their grasp of certain large phases of the subject.

After tests have shown that the students have collected and assimilated the necessary data by means of this directed study, and not until then, is there place for the traditional problem assignment, partly as training in reasoning (for which purpose it is well to give examples of solutions and to have an introductory

<sup>26</sup> Lawrence, *Aids in the teaching of reference* (American Association of Library Schools, 1930 [mimeographed]), p. 3.

<sup>27</sup> S. E. Davis, *The work of the teacher* (New York: Macmillan, 1918), p. 141.



supervised-study period giving the teacher opportunity to guide individuals who are slow at "catching on")<sup>28</sup> and partly as a mastery test of the students' ability to apply this recently acquired and, we hope, organized information, to make sure that they are not "immersed in details; their minds . . . loaded with disconnected items. . . . In the laboratory, the student becomes engrossed in the processes of manipulation—irrespective of the reason for their performance, without recognizing a typical problem for the solution of which they afford the appropriate method."<sup>29</sup>

Another possible adaptation would be the abandonment of the independent element, hitherto much stressed in reference-problem work, and the frank adoption of the socialized or project method which some students under the customary régime illegally and surreptitiously apply to the problems. In that case problems would not be handed in as written work by the students, but discussed thoroughly in and out of class, and grades would depend upon a series of mastery tests at the end of the course.

*The drill lesson in the reference course.*—The newcomer in a reference department is likely to find himself assigned for a few hours a day to what Dr. Wyer calls "reference work reduced to its lowest terms"<sup>30</sup>—the handling of questions which "instantly suggest the right book" (or should do so!). "It is rapid-fire, catch-as-catch-can, comes very often over the telephone, and often, particularly in large or special libraries, is handled with surprising sureness and speed."<sup>30</sup> Much of this "sureness and speed" is acquired by actual practice at the information desk, but it is less disconcerting to the beginner if a foundation for it has been laid in his library-school course. "The purpose of the practice lesson is to reduce forms of thought and action to an automatic basis."<sup>31</sup>

<sup>28</sup> Two copies of the problem may be given to each student, on one of which he writes the titles of the books which he intends to consult and which he then shows to the instructor in a personal interview.

<sup>29</sup> Dewey, *op. cit.*, p. 96.

<sup>30</sup> J. I. Wyer, *Reference work* (Chicago: American Library Association, 1930), p. 116.

<sup>31</sup> J. E. Avent, *Beginning teaching* (1926), p. 36.

The following principles are taken from Bagley and Keith:

1. *Motivation*.—"Spend some time in showing the learner why the habit or the skill is important, how it will help in meeting and solving the problems that he will face. . . ." <sup>32</sup> Probably the ideal way to have the students learn of the need for quick response is by direct observation of some busy information desk, remembering, however, that the mind of the learner must be prepared to "understand the object and comprehend the process." <sup>33</sup> Direct observation is not always possible or practicable so that it may be necessary to reproduce such scenes by recalling either the experiences of students in the class who may have waited for the service of an information desk or by anecdotes from one's own experience or by the reading of such articles as "Why do we have librarians?" in the *Harvard graduates magazine* <sup>34</sup> and "The reference librarian" in the *University of Illinois alumni news*. <sup>35</sup> It is also advisable to show some students how their own interests in other subjects will be advanced by increased ability to find information for themselves in the quickest possible time. The repetitive part of the drill itself may serve also as motivation by the incentive of rivalry.

2. *Focalization*.—Bring "the essential elements of the process into the *focus* of consciousness." <sup>36</sup> Applied to the subject in question, this would mean the analysis of the reference tools to be learned in terms of questions that call for their use, emphasizing the scope (contents and date), arrangement, and important special features of the books with examples of suitable questions. For this purpose unimportant and irrelevant details in the description of the books should be omitted. If the object is to learn correct bibliographical form, then simple correct models should be furnished the students and the important parts pointed out, with comparison of the same points in all models—e.g., form of entry.

<sup>32</sup> *An introduction to teaching*, p. 219.

<sup>33</sup> Colvin, *Introduction to high school teaching*, chap. xii.

<sup>34</sup> XXX (June, 1922), 477-91. Article by E. V. Wilcox.

<sup>35</sup> I (June, 1923), 262. Article by Margaret Hutchins.

<sup>36</sup> Bagley and Keith, *ibid.*, p. 220.

3. *Attentive repetition.*—The customary practice in some reference courses is to devote a part of the recitation period to calling on different members of the class to answer questions in regard to specific books or to tell what book they would use first in looking for the answer to a specific question. Only a brief time, not more than ten or fifteen minutes, should ordinarily be devoted to this, as anything like a whole hour of such questioning is more deadening than stimulating.<sup>37</sup>

The art of questioning is discussed in several books on teaching. Avent's *Beginning teaching* and Colvin's *Introduction to high school teaching* each give a list of faults to be avoided.<sup>38</sup> Those most likely to occur in reference classrooms are repetition of the questions, addressing only the superior students or any other small section of the class, allowing concert answers, letting students get into the habit of not answering, and the teacher's repetition of the answers.

A good question, as defined by Colvin, must be (1) correct in form; (2) to the point; (3) adapted to the knowledge and experience of the pupil; (4) asked with reasonable deliberation, but faster for facts and drill than for thought questions; (5) asked but once; (6) adaptable to more than a yes or no answer; (7) important not trivial; (8) justified from the standpoint of the whole class; (9) stated before the individual is named who is to answer it; (10) answered to the class by the pupil and repeated by the pupil, not the teacher, if the answer is indistinct.

4. *Strict exclusion of exceptions or errors in practice.*—This applies with particular force to drill in correct bibliographical form which should be enforced in all written references.

5. *"Law of effect" by which each step appeals to the learner as satisfying some need.*—One possible way to achieve this is to give the students a preliminary test which will reveal to them their lack of resources for meeting the situation, then giving them the same or a similar test when their progress has been such as to give them a feeling of increased power to handle such problems.

*The socialized recitation in the reference course.*—It is a ques-

<sup>37</sup> An observer reports having sat through two hours of this kind of drill!

<sup>38</sup> Avent, *op. cit.*, chap. x; Colvin, *op. cit.*, chap. xv.

tion whether all the remaining objectives or units lend themselves as well to the mastery formula as does the study of special classes of reference books. For example, the use of all the library's resources in reference work is too large a subject to teach as intensively as one would a few reference books. This may be done by a combination of the "socialized recitation" and the observation method.

First, the limitations of reference books, particularly in certain fields—science, for example—may be pointed out and the class stimulated to look further for possible resources; then a committee appointed to make a survey following a mimeographed outline, which would indicate the aids to investigation and selection and points on which to judge the reference value of a book not primarily written with that in view. With a different committee for each of the major subjects, each one in the class has an opportunity to widen his outlook.

By this means teachers may achieve also an object lesson in the value of teamwork in a reference department, where, in the case of a particularly difficult or extensive piece of research, the department will apportion different parts of the work among its members in such a way that none will duplicate the work of another. This method also encourages initiative and provides a stimulating social setting. The dangers, of course, are a lack of thoroughness in observation, due to a perfunctory following of directions and shirking of individual responsibility,<sup>39</sup> so that time is wasted in class periods in listening to uninteresting reports by students who have failed to grasp the point of view of enlightening the rest of the class as to the value of material not seen by all of them.

The test of success in this method is the compilation of a bibliography at the end of the year which will show the individual's ability to exhaust the resources of the library by requiring the inclusion of as many types of material as possible.

*The lecture in the reference course.*—Oral presentation, of course, will find a place at least in the introduction of each new topic and thereafter, more or less, according to the ability and

<sup>39</sup> C. L. Robbins, *The socialized recitation* (Chicago: Allyn, 1924).

natural leanings of the teacher. In some of the units it may be used almost exclusively, e.g., on such points of administration as are advisable in the first-year reference course—the care of pamphlet files, the supervision of reading rooms, and the variations in reference work in libraries of various types. The lecture may be reinforced or, if necessary, replaced by assigned readings, according to whether the schedule of classes or the students' time is more crowded. A practice problem in the nature of a project may be given in connection with the selection, acquisition, and organization of pamphlet material.

*The appreciation lesson in the reference course.*—It is somewhat of a jolt to an enthusiastic reference librarian, on beginning to teach prospective librarians, to find that they are not all more interested in reference work than in any other branch of library economy, but it is true, as Miss Conner says, that "the reference course will be self-motivating to students with much intellectual curiosity; to others it will not be so appealing."<sup>40</sup> Moreover, it is possible to kill or at least deaden the interest and enthusiasm of even the student with a natural aptitude by poor teaching and adverse study conditions, and Dr. Phelps calls to mind that the real test of the teacher is not his success with pupils clever and eager to learn, but with the indifferent majority.<sup>41</sup>

In a mimeographed report on reference work from the American Library Association curriculum study it is stated that the "instructor should have experience as a reference librarian, opportunity to meet the public at a reference desk, personality, enthusiasm for reference work and be open minded toward original methods which show logic and ingenuity on the part of students." Presumably the power to impart enthusiasm is implied in the requirements of enthusiasm and personality, but there is danger in all professions of relying too much upon personality alone for a lasting effect. Dr. Dewey says:

Some teachers succeed in arousing enthusiasm, in communicating large ideas, in evoking energy. So far, well; but the final test is whether the stimulus

<sup>40</sup> Martha Conner, "How to study reference books," *Library journal*, LIII (February 15, 1928), 159-62.

<sup>41</sup> W. L. Phelps, *Teaching in school and college* (New York: Macmillan, 1912), p. 95.

thus given to wider aims succeeds in transforming itself into power, that is to say, into the attention to detail that ensures mastery over means of execution. If not, the zeal flags, the interest dies out, the ideal becomes a clouded memory.<sup>42</sup>

There is a technique of arousing enthusiasm or appreciation which even "teachers with personality" may do well to employ sometimes. It is treated in many modern books on teaching, but was originally and most fully elaborated by F. H. Hayward, in his book entitled *The lesson in appreciation*.<sup>43</sup>

His suggestion of a "Red Letter Lesson," although worked out in terms of literature, may be applied to any subject. He lays great stress on the preparation of both teacher and pupils, especially that which is preliminary to the Red Letter Lesson proper. It should be both negative, in the way of clearing up difficulties and eliminating the "distraction of technique," and positive, by way of anticipation—"hints of the good thing to come"—and the creation of desirable associations. At the time of the lesson comes the immediate preparation of mind and mood, and the provision of a proper setting. The significance of the last requirement is vividly shown by an amusing account of a lesson on Wordsworth, accompanied by all the distractions of traffic to which the modern classroom is likely to be exposed.<sup>44</sup>

It seems as though the same principles might be worked out for a Red Letter *Assignment*, since the students may be

given something to do which will either *lead them into* an actual situation, normally provocative of the emotional response desired, or will induce them to create, in imagination, the activities in which they may participate emotionally. Here, as always, learning comes through self-activity.<sup>45</sup>

Then, too, Dr. Bode says:

[an] aim or purpose may be a scientific discovery or it may be writing a poem, painting a picture, or organizing a debating society. No matter what the undertaking, if it is engaged in whole-heartedly, it involves appreciation. All that education can do is to cultivate or refine appreciations by reorganizing

<sup>42</sup> *Op. cit.*, p. 220.

<sup>43</sup> New York: Macmillan, 1915.

<sup>44</sup> Paul Fatout, "After Wordsworth," *Harper's magazine*, CLXI (January, 1931), 250-52.

<sup>45</sup> Wilson, Kyte, and Lull, *Modern methods in teaching* (Silver, 1924), p. 195.

the situations in which they arise. Our appreciation of a discovery is heightened as we find new applications for it, just as our appreciation of a literary masterpiece or a musical composition is heightened with the discovery of new meanings.<sup>46</sup>

From observation as a teacher and recent experience as a student the writer believes that in bibliographical subjects greater thrills come in discoveries made or desires satisfied in working on an assignment than in class periods. Students in elementary reference courses find pleasure in the sense of growing power as they find themselves able to solve harder and harder problems, while the student in an advanced course in bibliography is stirred almost to tears by the discovery of some index or bibliography which would have solved many of his past problems or which he recognizes as a model of bibliographical creation in the face of great difficulties. Even college professors and business men have been observed to be as much excited over the *Union list of serials* as over some outdoor spectacle—only their excitement must needs be subdued in conformance with the library atmosphere!

This, then, may be a more effective value of the traditional reference-course problem than that of learning facts about books. In using the problem as the first or only assignment to be done in a unit we are putting the cart before the horse, for, as Bode says,

the concepts used by pupils may be much poorer in content than is suspected by the teacher, and secondly . . . the process of securing or enriching concepts, being analysis, requires the teacher to consider carefully beforehand the elements or constituents that should be included in the concept.<sup>47</sup>

In assigning the problem first, teachers have neglected that most necessary requisite of the Red Letter Lesson—the preparation—by which they may both remove the “distraction of technique” and enrich associations. Another thing they have failed to provide is the satisfactory setting. While the solution of a reference problem in peaceful solitude in a well-ordered collection may be a joyous adventure, striving to work it out under

<sup>46</sup> B. H. Bode, *Conflicting psychologies of learning* (Chicago: Heath, 1929), pp. 282-83.

<sup>47</sup> *Ibid.*, p. 282.



the ordinary conditions of some library schools is more like a nightmare. When twenty to thirty people struggle to use eight to ten books in two or three hours in a crowded room, there is neither enjoyment nor edification (see Martha Conner's "Difficulty analysis of the teaching of reference work," for statement of the difficulty with some proposals for alleviation).<sup>48</sup>

It is possible even to conceive of a test (!) being a Red Letter Lesson. In a small library school it has been found possible to submit the pupils to a test of ability to find information speedily, in a setting nearly natural, by taking small groups into a reference room, at a time when it was little used, and giving each student a succession of questions to look up, much as he might have to do at an information desk. The testimony of one student is: "It's hard, and I nearly lost my head at first, but it was lots of fun!" The enthusiasm of their brighter fellow-students was more contagious to the less interested than any amount of personality at the lecture desk.

The handling of reference questions, involving, as it often does, a sympathetic understanding of an inarticulate man, woman, or child in want of something which he cannot adequately express and which must be drawn out of him by skilful and tactful cross-questioning, is one of the fascinating, albeit at times exasperating, phases of reference work which furnishes material for a Red Letter Lesson. "You see, they will choke to death and die with the secret in them rather than tell you what they want."<sup>49</sup> To be sure, its technique can be learned satisfactorily only by observation and practice "in the natural setting," but assignments may first be made in Wyer's *Reference work* and then the appreciation of the "human interest" of the situations brought out in class by reconstructing one's own experiences or by reading of others in the references previously cited<sup>49</sup> and in Lucile Fargo's "'Seventeen' and the reference librarian."<sup>50</sup> Then recollected or hypothetical cases may be presented to the class for discussion.

<sup>48</sup> *Op. cit.*

<sup>49</sup> Wilcox, *op. cit.*, and Hutchins, *op. cit.*

<sup>50</sup> *Educational review*, LXVII (March, 1924), 146; reprinted in Martha Wilson's *Selected articles on school library experience* (New York: Wilson, 1925), pp. 42-50.

*The project in the reference course.*—If, however, any advance beyond the assimilation of others' experiences in the matter of handling reference questions is to be made before the neophyte actually begins his work at a reference desk, it must be accomplished by either a clinic or internship or a practice library corresponding to the practice school. The former type has been the usual procedure in library schools, carried out by means of practice work in an organized library, but at least one library school has conducted a project library administered by the students. There are advantages and disadvantages to both methods, and there is also some question as to whether the library schools are to be expected to carry the student so far before "turning him loose on the public."

*The review lesson in the reference course.*—There are both ample opportunity and necessity for a large amount of review in the reference course. There is a considerable element of review in the drill lessons, and it should be and customarily is introduced into the assignments and discussions which compare new reference books with ones already studied. At the end of the course, if not sooner, it has been found helpful to the students to have the material reorganized and re-presented from a different viewpoint than that taken week by week. "The review lesson must seek to get a better organization and synthesis of the materials of previous lessons. It must result in a new and larger view of the subject thus far."<sup>51</sup>

This reorganization may take the form of a classification of reference questions by type rather than by subject, with a corresponding reclassification of the books to be used in answering them; e.g., if, during the course, indexes, directories, or biographical dictionaries have been scattered under the special subjects with which they deal—art, literature, science—then in the review lesson they may be gathered together as indexes, dictionaries, and biographies. In other words, a form classification may be substituted for a subject classification.

*Attitudes as outcomes of the reference course.*—Finally in their chapter on "Outcomes," Bagley and Keith, having in mind the

<sup>51</sup> Avent, *op. cit.*, p. 61.

point of view of the public-school teacher, discuss attitudes as the controls of conduct in the general social life of the adult.<sup>52</sup> In a professional school the desired attitudes are those proper to that particular profession. In librarianship the aim is a self-forgetting and efficient service to others by the means of books and other printed matter, for practical, educational, and recreative purposes.

"Whatever is done, then, directly to engender ideals and standards may, under the right conditions, form the basis of these more fundamental controls of conduct."<sup>53</sup> In fact, whatever is done to encourage the student to carry on good honest study for the purpose of increasing his efficiency rather than merely earning a degree or certificate—which, unfortunately, some may consider as simply the gate to a job—tends to establish in him what is called the "professional attitude." Then the constant attention throughout the course to the fitting of material to the individual inquirer, by the evaluation of reference books in relation to types of people and by the inclusion of the point of view of the supposed inquirer in problem and test questions, will bring the people he is to serve into the consciousness of the student and establish their importance as equal at least to that of books.

*Summary.*—In considering, then, what the artist-teacher of a reference course may learn from the study of modern educational technique, it has been shown that it is advisable first to classify the objectives of the course in terms of the outcomes of "fixed responses" and "adaptive controls" defined by Bagley and Keith, and then to apply to them in varying degrees the principles, not only of Morrison's Mastery Formula (which has not yet been developed for the needs of professional education), but also of Hayward's "Appreciation Lesson," with attention to the techniques of oral presentation, the assignment, socialized recitation, questioning, the drill lesson, and the review lesson.

In general, the process is: first, to help the student learn the principles, methods, and tools of reference work (induction) and then to apply them to new problems (deduction), using the

<sup>52</sup> *Op. cit.*, p. 253.

methods of both exposition and development, by lecture, textbook, and objective demonstration, combined with discussions and laboratory methods; then, by systematic drill to make the student proficient in the more automatic part of the work and by illustration, discussion, problem work, and systematic review to develop his mastery of the whole field.

Finally, let us not get so involved in technique that we forget that "far more significant to the artist-teacher than the techniques, however, are the qualities of appreciation and sympathy and devotion which come from . . . the forces . . . that we refer to as insights and intuitions and inspirations."<sup>53</sup>

<sup>53</sup> Bagley, *Educational method*, IX, 459.

## PERIODICALS FOR THE SMALL BIO-MEDICAL AND CLINICAL LIBRARY<sup>1</sup>

JUDITH WALLEN HUNT

SINCE the advent of periodical literature in the seventeenth century well over ten thousand journals have been published in the field of bio-medicine. Many of these have ceased publication; others are only of local interest. Still, approximately two thousand desirable periodicals in this field are being currently released. As research and discovery are recorded in the journal literature, the greatest asset of a scientific library is its subscription list and periodical holdings. It therefore becomes a major responsibility of such libraries to make this wealth of experimental data available to their readers. When funds are limited, the selection of a periodical collection that will best serve the most urgent needs of the reader becomes of paramount importance. A plan of highly selective purchasing must be adopted to prevent the improper use of funds. Actual needs of the library must be at hand to carry out such a plan.

The present status and urgency of the periodical problem confronting bio-medical libraries have been ably presented by Cunningham.<sup>2</sup> Even larger libraries have found it hard to maintain their files during the last few years. In consequence the idea of co-operation has received more and more favorable attention. The present study was undertaken with a view of ascertaining which are the most important bio-medical periodicals in terms of repeated use. In so doing we may be able to suggest a basic subscription list for the bio-medical library, and also a practical means of co-operation among such libraries. There are many other libraries which serve smaller communities, similar to the

<sup>1</sup> Accepted for publication, April, 1935.

<sup>2</sup> E. R. Cunningham, "The present status of the publication of literature in the medical and biological sciences," *Bulletin Medical Library Association*, n.s., XXIV (1935), 64-81.

one here under consideration, whose needs are therefore comparable. It is hoped that this study will be of interest and service to those confronted with the problem of selection and acquisition of periodical files.

#### PROCEDURE

A similar study has been made for the clinical library by Jenkins<sup>3</sup> following the procedures of Goss<sup>4</sup> and Allen<sup>5</sup> in chemistry and mathematics, respectively. Sherwood<sup>6</sup> has also made a study of this problem. The methods of these investigators were deductive. Use was determined by tabulation and summation of bibliographical references culled from key journals during a specified period. The present study records directly the home-use circulation of journals in the Bio-medical Libraries of the University of Chicago during the fiscal year 1934-35. As three of the libraries in the group have open stacks for periodicals, it has not been practical to get data for the total circulation, but only for journals withdrawn for home use. It must here be mentioned that periodicals circulate for seven days and are not subject to renewal. Faculty, research fellows, and assistants are privileged to withdraw journals for longer periods. But all volumes are subject to recall when needed. Literature indexes and abstract journals have not been included in this study as they are bibliographical tools and are not circulated.

Data were collected each day for the previous day's circulation. Call number and title of each journal were put at the head of a card. Below in the first column was copied the volume number; in the second column, the volume date; and in the third column, the date of withdrawal. The date of withdrawal is important in showing whether or not the demand was even or erratic. Each morning circulation data were added to the ap-

<sup>3</sup> R. L. Jenkins, "Periodicals for medical libraries," *Journal American Medical Association*, XCVII (1931), 608-10.

<sup>4</sup> P. L. K. Goss, "College libraries and chemical education," *Science*, LXVI (1927), 385-89.

<sup>5</sup> E. S. Allen, "Periodicals for mathematics," *ibid.*, LXX (1929), 592-94.

<sup>6</sup> K. K. Sherwood, "Relative value of medical magazines," *Northwest medicine*, XXXI (1932), 273-76.

propriate card. At the end of the year the total circulation for each journal was computed. Only data for journals whose circulation number is 12 or more have been included in Table I. In those cases where two or more journals had the same circulation figure, precedence has been given to the journal whose present trend, as determined by the circulation figures in columns 2-4, has the greatest value. It must be constantly borne in mind that the figures recorded are for home use and not for total circulation. However, as will be shown later, the journals which are in great demand for home use are, in general, those that are in great demand for reading-room use. Consequently, the relative importance in terms of use of the periodicals listed would probably not be materially altered if figures for total circulation were available.

To appraise critically the results of this study it is necessary to know something of the community that is served and of the facilities of the libraries studied. The Bio-medical Libraries of the University of Chicago consist of the Biology Library, Frank Billings Medical Library, Ophthalmology Library, and Lying-in Library. The subscription list of the Bio-medical Libraries is approximately 900 journals. It may therefore be taken for granted that the most important periodic literature will be available. During the fiscal year 1934-35 these libraries had total stack calls of over 76,000 volumes and served a total of over 82,000 readers. The immediate community served is best described by the following registration figures for the year 1934-35:

University of Chicago registration .....	9,499
Division of Biological Sciences, exclusive of Medicine....	879
Medical School.....	397
Faculty in Division of Biological Sciences including interns and hospital residents.....	292

With the above facts in mind we may now examine Table I. In the first draft of the table, circulation data were included for the years 1876-1900. But it was decided that these detailed data were not of sufficient significance to warrant inclusion.



TABLE I

## LIST OF RANKING BIO-MEDICAL PERIODICALS\*

Rank and Periodical	Total	1931-35	1926-30	1921-25	1916-20	1911-15	1906-10	1901-5
1. <i>Am. j. physiol.</i> , 1898—	410	172	106	56	39	17	12	6
2. <i>J. biol. chem.</i> , 1905—	343	116	115	64	28	17	3	—
3. <i>J. exper. med.</i> , 1896—	254	103	55	60	19	10	4	1
4. <i>J. physiol.</i> , 1878—	195	56	57	20	10	14	7	8
5. <i>J.A.M.A.</i> , 1883—	186	93	36	28	8	7	7	6
6. <i>Surg., gynec. &amp; obst.</i> , 1905—	183	144	13	11	7	5	1	2
7. <i>Am. j. obst. &amp; gynec.</i> , 1920/21—	182	137	34	11	—	—	—	—
8. <i>Physiol. rev.</i> , 1921—	179	62	65	52	—	—	—	—
9. <i>Arch. int. med.</i> , 1908—	169	83	34	22	13	10	7	—
10. <i>Am. j. m. sc.</i> , 1827—	165	107	28	10	8	3	1	3
11. <i>Biochem. j.</i> , 1906—	143	84	33	16	4	5	1	—
12. <i>Proc. soc. exper. biol. &amp; med.</i> , 1904—	139	81	30	17	—	7	3	1
13. <i>J. exper. zool.</i> , 1904—	133	35	37	23	12	16	6	4
14. <i>Am. j. dis. child.</i> , 1911—	122	71	21	23	5	2	—	—
15. <i>Lancet</i> , 1823—	118	85	13	9	4	2	—	2
16. <i>Hoppe Seyler's Ztschr. f. physiol. Chem.</i> , 1877—	116	60	24	9	1	3	7	3
17. <i>Bull. Johns Hopkins Hospital</i> , 1890—	114	61	19	11	4	2	10	4
18. <i>Arch. path.</i> , 1926—	107	60	47	—	—	—	—	—
19. <i>Compt. rend. Soc. de biol.</i> , 1849—	107	40	35	14	1	3	6	6
20. <i>British m. j.</i> , 1853—	105	62	15	10	8	3	1	4
21. <i>Biochem. Ztschr.</i> , 1906—	102	42	32	16	2	8	2	—
22. <i>J. immunol.</i> , 1916—	101	50	26	23	2	—	—	—
23. <i>Virchow's Arch. f. path. Anat.</i> , 1847—	96	37	19	14	—	3	3	6
24. <i>Pflüger's Arch. f. d. ges. Physiol.</i> , 1868—	94	29	11	13	7	15	4	5
25. <i>J. infect. dis.</i> , 1904—	93	43	13	24	4	3	5	1
26. <i>J. pharmacol. &amp; exper. therap.</i> , 1909—	91	46	16	13	8	7	1	—
27. <i>Arch. f. Gynäk.</i> , 1870—	89	46	15	3	—	1	2	—
28. <i>Botanical gazette</i> , 1875—	85	10	15	19	9	11	10	5
29. <i>Arch. surg.</i> , 1920—	82	58	16	8	—	—	—	—

\* In the first column is given the rank; in the second column, the name of the journal. As far as possible abbreviations identical with those in the "List of journals indexed" in the *Quarterly cumulative index medicus* have been used. Immediately following the name, is given the date when publication was begun. In the columns to the right are given, first, the total home-use circulation and, second, home-use circulation of journals published during the five-year periods indicated at the head of each column. A dash in a column indicates that, although the journal was published and available, no requests were made for volumes covering the dates specified. Ellipses indicate either that the journal was not published at the time or that the volumes were not owned by the university. A glance at the date when publication was begun will show if the journal was being published. An asterisk following the name of a periodical calls attention to the fact that the file is incomplete. A dash followed by a question mark means that, while some volumes are available, lacunae existed at the point indicated. In most cases the reader can judge merely by inspection if, on the theory of probabilities, such lacunae would be likely to alter materially the data compiled in the table.

TABLE I—Continued

Rank and Periodical	Total	1931- 35	1926- 30	1921- 25	1916- 20	1911- 15	1906- 10	1901- 5
30. <i>Ann. surg.</i> , 1885—	82	52	14	6	5	3	—	2
31. <i>J. clin. investigation</i> , 1924—	78	58	17	3	—	—	—	—
32. <i>J. obst. &amp; gynæc. Brit. Emp.</i> , 1902—	78	58	17	2	—	1	—	—
33. <i>Zentralbl. f. Gynäk.</i> , 1877—	76	63	11	2	—	—	—	—
34. <i>New England j. med.</i> ,* 1829 —	76	54	10	—	5	4	—	1
35. <i>Am. j. anat.</i> , 1901—	75	25	12	13	5	4	8	8
36. <i>Arch. dermat. &amp; syph.</i> , 1920 —	74	40	26	8	—	—	—	—
37. <i>Zschr. f. d. ges. exper. Med.</i> , 1913—	71	45	23	1	1	1	—	—
38. <i>Proc. Roy. Soc., London, s. B.</i> , 1905—	71	36	16	11	2	4	2	—
39. <i>Arch. f. exper. Path. u. Phar- makol.</i> , 1873—	70	47	15	2	—	1	—	3
40. <i>Arch. neurol. &amp; psychiat.</i> , 1919 —	68	27	23	15	3	—	—	—
41. <i>Anat. rec.</i> , 1906—	68	30	12	12	11	1	2	—
42. <i>Endocrinology</i> , 1917—	67	54	10	3	—	—	—	—
43. <i>Klin. Wechnschr.</i> , 1922—	66	39	14	13	—	—	—	—
44. <i>J. path. &amp; bact.</i> , 1892—	64	47	11	6	2	5	—	3
45. <i>Am. j. surg.</i> ,* 1890—	63	53	8	1	1	—	—	—
46. <i>Am. j. path.</i> , 1925—	61	44	14	3	—	—	—	—
47. <i>Science</i> , 1883—	61	45	5	1	3	2	2	3
48. <i>J. agr. research</i> , 1913—	61	13	21	14	11	2	—	—
49. <i>Arch. f. Entwicklungsmechn. d.</i> <i>Organ.</i> , 1895—	60	16	12	9	3	3	1	4
50. <i>Ann. int. med.</i> , 1928—	59	58	1	—	—	—	—	—
51. <i>Biol. bull.</i> , 1899—	59	12	11	7	8	10	8	3
52. <i>Harvey Lect.</i> , 1906—	58	26	17	6	5	3	1	—
53. <i>J. lab. &amp; clin. med.</i> , 1915—	55	41	8	5	1	—	—	—
54. <i>Arch. ophthalm.</i> , 1869—	54	49	4	—	1	—	—	—
55. <i>Am. naturalist</i> , 1867—	50	15	9	10	4	1	4	2
56. <i>Am. rev. tuberc.</i> , 1917—	49	26	9	10	4	—	—	—
57. <i>Am. j. ophthalm.</i> ,* 1884—	48	45	3	—	—	—	—	—
58. <i>Pub. health rep.</i> , 1878—	48	12	12	7	12	5	—	—
59. <i>Deutsche med. Wechnschr.</i> , 1875 —	46	15	3	6	3	2	4	4
60. <i>Medicine</i> , 1922—	45	32	9	4	—	—	—	—
61. <i>München. med. Wechnschr.</i> , 1854—	45	10	9	8	2	2	2	2
62. <i>Brain</i> , 1879—	45	14	2	4	3	4	9	2
63. <i>Quart. j. med.</i> , 1907—	44	28	8	1	3	3	1	—
64. <i>J. gen. physiol.</i> , 1918—	44	10	21	9	4	—	—	—
65. <i>J. bone &amp; joint surg.</i> , 1919—	43	27	12	3	1	—	—	—
66. <i>Arch. f. Dermat. u. Syph.</i> , 1869 —	43	20	12	8	—	1	1	—

TABLE I—Continued

Rank and Periodical	Total	1911- 35	1926- 30	1921- 25	1916- 20	1911- 15	1906- 10	1901- 5
67. <i>Am. j. cancer</i> , 1916—	42	36	3	2	1			
68. <i>Ztschr. f. d. ges. Neurol. u. Psychiat.</i> , 1910—	42	11	15	11	2	3	—	
69. <i>J. comp. neurol.</i> , 1891—	42	12	12	5	3	4	1	4
70. <i>Am. heart j.</i> , 1925—	41	29	12	—				
71. <i>Brit. j. exper. path.</i> , 1920—	41	29	7	5	—			
72. <i>Proc. Roy. Soc. Med.</i> , 1907—	41	29	5	2	1	3	1	
73. <i>Zentralbl. f. Bakt. Abt. I</i> , 1887—	40	17	5	3	1	3	3	1
74. <i>Beitr. z. path. Anat. u. z. allg. Path.</i> , 1886—	40	14	8	1	5	4	1	4
75. <i>Annual rev. biochem.</i> , 1932—	39	39						
76. <i>J. med. research</i> , 1897-1924—	39			11	7	9	11	1
77. <i>Canad. M. A. j.</i> ,* 1911—	36	27	7	2	—?	—?		
78. <i>Am. j. hyg.</i> , 1921—	36	18	9	9				
79. <i>Arch. f. klin. Chir.</i> , 1860—	36	14	12	5	—	—	1	—
80. <i>Protoplasma</i> , 1927—	34	23	11					
81. <i>Wien. klin. Wchnschr.</i> , 1888—	34	14	5	4	2	1	5	2
82. <i>J. pediat.</i> , 1932—	33	33						
83. <i>Am. j. roentgenol.</i> , 1906—	33	24	6	2	1	—	—	
84. <i>Folia haemat.</i> , 1904—	33	12	17	3	—	1	—	—
85. <i>Radiology</i> ,* 1923—	32	28	4					
86. <i>Acta med. Scandinav.</i> , 1919—	32	26	4	2	—			
87. <i>Ztschr. f. Geburtsh. u. Gynäk.</i> , 1877—	31	22	3	2	—	4	—	—
88. <i>Physiol. zoology</i> , 1928—	30	16	14					
89. <i>Monatschr. f. Geburtsh. u. Gynäk.</i> , 1895—	30	21	2	3	1	2	—	1
90. <i>Heart</i> , 1909-33—	30	7	4	7	2	9	1	
91. <i>J. bact.</i> , 1916—	29	19	7	1	2			
92. <i>J. anat.</i> , 1866—	29	6	8	3	1	—	3	1
93. <i>Arch. f. Psychiat.</i> , 1868—	29	11	4	2	—	—	—	3
94. <i>Ann. otol. rhin. &amp; laryng.</i> , 1897—	28	20	6	2	—	—	—	—
95. <i>Ztschr. f. klin. Med.</i> , 1879—	28	16	6	2	—	1	1	—
96. <i>Brit. j. surg.</i> , 1913—	27	21	2	2	—	2		
97. <i>J. morphol.</i> , 1887—	27	4	11	1	3	1	—	—
98. <i>Quart. j. exper. physiol.</i> , 1908—	27	10	2	3	2	7	3	
99. <i>Am. j. clin. path.</i> , 1931—	26	26						
100. <i>Internat. clin.</i> ,* 1891—	26	24	—	1	1	—	—	—
101. <i>M. clin. North America</i> , 1917/18—	26	20	2	3	1			
102. <i>Med. klin.</i> , 1905—	26	7	6	8	1	1	3	—
103. <i>Deutsches Arch. f. klin. Med.</i> , 1865—	26	9	3	7	1	2	1	1

TABLE I—Continued

Rank and Periodical	Total	1931- 35	1926- 30	1921- 25	1916- 20	1911- 15	1906- 10	1901- 5
104. <i>Surg. clin. North America</i> , 1921	25	13	12	—	—	—	—	—
105. <i>J. exper. biol.</i> , 1924	25	11	10	4	—	—	—	—
106. <i>Deutsche Ztschr. f. Chir.</i> , 1872	25	6	13	—	3	2	—	—
107. <i>Ecology</i> , 1920	24	8	12	4	—	—	—	—
108. <i>Am. j. pub. health</i> , 1911	24	16	7	1	—	—	—	—
109. <i>J. nerv. &amp; ment. dis.</i> ,* 1874	24	10	9	1	2	—	—	—
110. <i>Am. j. botany</i> , 1914	24	3	8	8	4	1	—	—
111. <i>J. hered.</i> , 1910	24	4	5	7	7	1	—	—
112. <i>Arch. mikrosk. Anat.</i> , 1865- 1923	24	—	—	1	—	8	6	4
113. <i>Arch. otolaryng.</i> , 1925	23	20	2	1	—	—	—	—
114. <i>Plant physiol.</i> , 1926	23	12	11	—	—	—	—	—
115. <i>Genetics</i> , 1916	23	8	7	4	4	—	—	—
116. <i>Soil science</i> , 1916	23	7	8	1	7	—	—	—
117. <i>Anat. anz.</i> , 1886	23	2	2	1	1	2	9	2
118. <i>J. nutrition</i> , 1928	22	18	4	—	—	—	—	—
119. <i>Naturwissenschaften</i> , 1913	22	15	6	—	—	1	—	—
120. <i>Proc. Nat. Acad. Sc.</i> , 1915	22	9	7	3	2	1	—	—
121. <i>Ztschr. f. wissensch. Zoologie</i> , 1848	22	1	1	1	—	4	2	—
122. <i>Arch. dis. childhood</i> ,* 1926	21	21	—	—	—	—	—	—
123. <i>Ztschr. f. Krebsforsch.</i> , 1903	21	19	1	—	1	—	—	—
124. <i>Brit. j. dermat.</i> , 1888	21	12	4	3	2	—	—	—
125. <i>Ztschr. f. Biol.</i> , 1865	21	3	2	2	1	5	1	1
126. <i>J. allergy</i> , 1930	20	19	1	—	—	—	—	—
127. <i>Acta obst. et gynec. Scandinav.</i> , 1922	20	14	6	—	—	—	—	—
128. <i>Am. j. trop. med.</i> , 1921	20	9	8	3	—	—	—	—
129. <i>Presse méd.</i> ,* 1893	20	14	4	1	—	—	—	—
130. <i>Bibliog. genetica</i> , 1925	20	10	2	8	—	—	—	—
131. <i>Ztschr. f. Immunitätsforsch. u.</i> <i>exper. Therap.</i> , 1909	20	8	7	2	1	2	—	—
132. <i>Nat. Inst. Health bull.</i> , 1900	20	6	—	6	—	3	5	—
133. <i>Ann. botany</i> , 1887	20	1	2	3	1	4	5	1
134. <i>Ztschr. f. Hals-, Nasen- u.</i> <i>Ohrenh.</i> , 1922	19	8	7	4	—	—	—	—
135. <i>Dermat. Wchnschr.</i> , 1882	19	10	5	3	1	—	—	—
136. <i>Am. j. syph. &amp; neurol.</i> , 1917	19	10	4	4	1	—	—	—
137. <i>Laryngoscope</i> , 1896	19	11	1	3	2	—	—	—
138. <i>Ergebn. d. Physiol.</i> , 1902	19	8	2	3	—	1	1	4
139. <i>Biometrika</i> , 1902	19	4	5	—	—	4	2	4
140. <i>Klin. Monatsbl. f. Augenh.</i> ,* 1863	18	18	—	—	—	—	—	—

TABLE I—Continued

Rank and Periodical	Total	1931- 35	1926- 30	1921- 25	1916- 20	1911- 15	1906- 10	1901- 5
141. <i>Quart. rev. biol.</i> , 1926—	18	9	9	—	—	—	—	—
142. <i>Mod. hosp.</i> ,* 1913—	18	9	6	3	—	—?	—	—
143. <i>Edinburgh m. j.</i> ,* 1855—	17	15	2?	—	—	—	—	—
144. <i>Current researches in anesth. &amp; analg.</i> , 1922—	17	11	3	3	—	—	—	—
145. <i>J. genetics</i> , 1910—	17	10	6	1	—	—	—	—
146. <i>Nature</i> , 1870—	17	10	6	—	—	—	—	—
147. <i>J. urol.</i> , 1917—	17	8	6	—	3	—	—	—
148. <i>Illinois m. j.</i> , 1899—	17	6	6	2	2	—	1	—
149. <i>Arch. f. Ohren-, Nasen- u. Kehl- kopfh.</i> , 1864—	17	7	4	—	—	—	3	2
150. <i>Jap. j. obst. &amp; gynec.</i> ,* 1918—	16	16	—?	—	—	—	—	—
151. <i>Proc. staff meet., Mayo Clin.</i> ,* 1927—	16	14	2?	—	—	—	—	—
152. <i>Monatschr. f. Kinderh.</i> , 1903—	16	12	4	—	—	—	—	—
153. <i>Wien. Arch. f. inn. Med.</i> , 1920—	16	12	2	2	—	—	—	—
154. <i>Acta med. Scandinav. Suppl.</i> , 1921—	16	12	2	2	—	—	—	—
155. <i>Paris médical</i> ,* 1910—	16	11	3	1	—	—?	—	—
156. <i>Dermat. Ztschr.</i> , 1894—	16	12	—	1	—	3	—	—
157. <i>Chem. reviews</i> , 1924—	16	7	8	1	—	—	—	—
158. <i>Ztschr. f. Kinderh.</i> , 1911—	16	9	4	3	—	—	—	—
159. <i>Calif. Univ. pub. in zoology</i> , 1902—	16	1	7	2	3	1	2	—
160. <i>New phytologist</i> , 1902—	16	1	2	4	4	3	2	—
161. <i>Biol. reviews</i> , 1925—	15	10	5	—	—	—	—	—
162. <i>Ann. m. hist.</i> , 1917—	15	13	—	2	—	—	—	—
163. <i>Frankfurt. Ztschr. f. Path.</i> , 1907—	15	8	5	1	1	—	—	—
164. <i>Bruns' Beiträge zur klin. Chir.</i> , 1885—	15	4	4	1	—	3	3	—
165. <i>Jahr. f. Kinderh.</i> , 1858—	15	4	2	3	—	1	1	1
166. <i>Chinese m. j.</i> ,* 1887—	14	14	—	—	—	—	—	—
167. <i>Bull. Soc. d'Obst. et de Gynec.</i> ,* 1912—	14	14	—	—?	—	—	—	—
168. <i>Arch. f. Augenh.</i> , 1869—	14	13	1	—	—	—	—	—
169. <i>Strahlentherapie: Originale</i> , 1912—	14	11	3	—	—	—	—	—
170. <i>Brit. j. radiol.</i> ,* 1896—	14	10	3	1?	—?	—?	—?	—
171. <i>Ann. Pickett-Thomson Re- search Lab.</i> , 1924—	14	9	5	—	—	—	—	—
172. <i>J. hyg.</i> , 1901—	14	7	5	2	—	—	—	—
173. <i>Guy's hosp. rep.</i> ,* 1836—	14	7	5	—	—	—	—?	—
174. <i>Zentralbl. f. Chir.</i> , 1874—	14	9	1	2	—	—	1	—
175. <i>Zoologische Jahrb.</i> , 1911—	14	4	4	3	2	1	—	—

TABLE I—Continued

Rank and Periodical	Total	1911-35	1926-30	1921-25	1916-20	1911-15	1906-10	1901-5
176. <i>Ann. Inst. Pasteur</i> , 1887—	14	3	—	4	1	3	2	1
177. <i>Arch. f. Anat. u. Entwicklungsmech.</i> , 1877-1920—	14	—	—	—	—	1	1	4
178. <i>Clin. sc.</i> , 1934—	13	13	—	—	—	—	—	—
179. <i>M. j. Australia</i> , * 1914—	13	11	2?	—	—	—	—	—
180. <i>Biol. Centralbl.</i> , 1881—	13	2	3	4	3	—	—	—
181. <i>Berl. klin. Wchnschr.</i> , 1864-1921—	13	—	—	1	—	3	—	1
182. <i>Yale j. biol. &amp; med.</i> , 1928/29—	12	12	—	—	—	—	—	—
183. <i>South. m. j.</i> , * 1908—	12	12	—?	—?	—	—	—	—
184. <i>Ergebn. d. ges. Med.</i> , 1920—	12	12	—	—	—	—	—	—
185. <i>Am. j. nursing</i> , 1900—	12	10	2	—	—	—	—	—
186. <i>Acta dermato-venereol.</i> , 1920—	12	8	4	—	—	—	—	—
187. <i>Beitr. z. Klin. d. Tuberk.</i> , 1903—	12	7	5	—	—	—	—	—
188. <i>Epidemiol. rep.</i> , League of Nations, 1924—	12	5	7	—	—	—	—	—
189. <i>Ztschr. f. induk. Abstam. u. Vererbis.</i> , 1908—	12	3	7	—	—	1	1	—
190. <i>Skandinav. Arch. f. Physiol.</i> , 1889—	12	4	3	3	—	1	—	—
191. <i>Ztschr. f. Anat. u. Entwicklungsgesch.</i> , 1892—	12	2	5	3	—	—	2	—
192. <i>Phytopathology</i> , 1911—	12	3	5	—	3	1	—	—

Only final results were important—particularly the percentage of the total stack calls which fall in the various groups. From the totals of each column and the grand total the percentage circulation falling into each group has been calculated. Results are given in Table II.

TABLE II

## CIRCULATION PERCENTAGES BY PUBLICATION DATES

1931-35.....	52.1	1896-1900.....	1.1
1926-30.....	21.5	1891-95.....	0.6
1921-25.....	11.3	1886-90.....	0.3
1916-20.....	4.5	1881-85.....	0.2
1911-15.....	3.8	1876-80.....	0.2
1906-10.....	2.5	To 1875.....	0.2
1901-5.....	1.6		

In drawing conclusions from Table I it would not be advisable to narrow comparisons to journals in too close juxtaposition. Variations in circulation at different periods would alter the arrangement somewhat, but not drastically. Likewise comparisons should preferably be made between journals whose subject matter is analogous. The smaller library circulation figures in columns 2-4 have greatest significance as they indicate the present trend. During the last decade (1924-25-1934-35), for instance, many new periodicals have been launched which, according to present indications, will prove of increasing importance. These are listed below:

- American heart journal*, 1925—
- American journal of clinical pathology*, 1931—
- American journal of pathology*, 1925—
- Annals of internal medicine*, 1928—
- Annals of the Pickett-Thomson Research Laboratories*, 1924—
- Annual review of biochemistry*, 1932—
- Archives of disease in childhood*, 1926—
- Archives of otolaryngology*, 1925—
- Archives of pathology*, 1926—
- Bibliographia genetica*, 1925—
- Biological reviews*, 1925—
- Chemical reviews*, 1924—
- Clinical science*, 1934—
- Epidemiological reports of the League of Nations*, 1924—
- Journal of allergy*, 1930—
- Journal of clinical investigation*, 1924—
- Journal of experimental biology*, 1924—
- Journal of nutrition*, 1928—
- Journal of pediatrics*, 1932—
- Physiological zoology*, 1928—
- Plant physiology*, 1926—
- Proceedings of the staff meetings of the Mayo Clinic*, 1927—
- Protoplasma*, 1927—
- Quarterly review of biology*, 1926—
- Yale journal of biology and medicine*, 1928/29—

It may be countered that Table I, which is based on home-use circulation, does not accurately reflect usage. To determine whether or not there are great differences between home use and



reading-room use a comparative study was made of the two types of circulation in the Biology Library. Results showed:

1. That of a list of the fifty most important journals thirty-six were common to both lists
2. That home-use circulation included eleven foreign-language periodicals, whereas reading-room circulation included only six
3. Four of the journals excluded from home-use circulation at a rank of fifty or above were oversized and difficult to carry
4. Remaining journals excluded from home-use circulation were included at a lower rank

From these results one may conclude that there is little difference between reading-room and home-use circulation. Such differences as do exist may be rationalized (1) by the fact that journals in foreign languages are usually taken home as they require a longer time in reading; (2) by the fact that oversized journals are usually read on the spot as they are too burdensome to carry; (3) by the fact that many withdrawals for reading-room use are merely for the checking of references or statements and for inspection to determine whether or not an article is of interest. One is forced to conclude that serious reading is better reflected by home use than by reading-room circulation; had reading-room data been available for all the libraries in the bio-medical group, the circulation numbers as given in Table I would have been considerably augmented, but ranking would not have been very materially altered.

It may be of interest to the clinical librarian to know the journals in this field which in terms of repeated use would be considered the most important. For this reason we are giving data for the home-use circulation in the clinical libraries in Table III. As was the case with Table I, only periodicals whose circulation number is 12 or above have been included, and again the arrangement is one of declining use. In examining Table III it must be borne in mind that, though by far the greatest number of users consist of the medical faculty, research workers, and students in the clinical departments, these libraries are open to the entire university community.

TABLE III

## LIST OF RANKING PERIODICALS IN THE CLINICAL LIBRARIES

Rank and Periodical	Circulation Number
1. <i>Journal of biological chemistry</i> .....	187
2. <i>American journal of physiology</i> .....	187
3. <i>Journal of experimental medicine</i> .....	183
4. <i>Surgery, gynecology and obstetrics</i> .....	180
5. <i>American journal of obstetrics and gynecology</i> .....	179
6. <i>Journal of the American Medical Association</i> .....	163
7. <i>Archives of internal medicine</i> .....	136
8. <i>American journal of the medical sciences</i> .....	136
9. <i>Physiological reviews</i> .....	120
10. <i>American journal of diseases of children</i> .....	108
11. <i>Lancet</i> .....	108
12. <i>British medical journal</i> .....	93
13. <i>Archiv für Gynäkologie</i> .....	89
14. <i>Virchow's Archiv für pathologische Anatomie</i> .....	88
15. <i>Johns Hopkins Hospital bulletin</i> .....	85
16. <i>Archives of pathology</i> .....	83
17. <i>Archives of surgery</i> .....	79
18. <i>Journal of clinical investigation</i> .....	75
19. <i>Annals of surgery</i> .....	74
20. <i>Proceedings of the Society of Experimental Biology and Medicine</i> .....	73
21. <i>Archives of dermatology and syphilology</i> .....	73
22. <i>Zentralblatt für Gynäkologie</i> .....	72
23. <i>Journal of pharmacology and experimental therapeutics</i> .....	71
24. <i>Journal of obstetrics and gynecology of the British Empire</i> .....	70
25. <i>Journal of infectious diseases</i> .....	65
26. <i>Zeitschrift für die gesamte experimentelle Medizin</i> .....	64
27. <i>American journal of surgery</i> .....	60
28. <i>New England journal of medicine</i> .....	60
29. <i>Annals of internal medicine</i> .....	59
30. <i>Journal of immunology</i> .....	58
31. <i>Klinische Wochenschrift</i> .....	57
32. <i>Archives of neurology and psychiatry</i> .....	56
33. <i>American journal of pathology</i> .....	55
34. <i>Archives of ophthalmology</i> .....	54
35. <i>Archiv für experimentelle Pathologie und Pharmakologie</i> .....	51
36. <i>American journal of ophthalmology</i> .....	48
37. <i>Journal of laboratory and clinical medicine</i> .....	47
38. <i>Journal of pathology and bacteriology</i> .....	45
39. <i>Biochemical journal</i> .....	43
40. <i>Endocrinology</i> .....	42
41. <i>American heart journal</i> .....	40
42. <i>Quarterly journal of medicine</i> .....	40
43. <i>Archiv für Dermatologie und Syphilologie</i> .....	40
44. <i>Journal of bone and joint surgery</i> .....	39
45. <i>Brain</i> .....	38

TABLE III—Continued

Rank and Periodical	Circulation Number
46. <i>Medicine</i> .....	37
47. <i>Lectures of the Harvey Society of New York</i> .....	37
48. <i>Proceedings of the Royal Society of Medicine</i> .....	37
49. <i>British journal of experimental pathology</i> .....	36
50. <i>American journal of cancer</i> .....	36
51. <i>Zeitschrift für die gesamte Neurologie und Psychiatrie</i> .....	36
52. <i>Deutsche medizinische Wochenschrift</i> .....	35
53. <i>Münchener medizinische Wochenschrift</i> .....	35
54. <i>Beiträge zur Klinik der Tuberkulose</i> .....	35
55. <i>Journal of pediatrics</i> .....	33
56. <i>Canadian Medical Association journal</i> .....	33
57. <i>American journal of roentgenology and radium therapy</i> .....	33
58. <i>Heart</i> .....	32
59. <i>Radiology</i> .....	32
60. <i>Acta medica Scandinavica</i> .....	32
61. <i>American review of tuberculosis</i> .....	31
62. <i>Wiener klinische Wochenschrift</i> .....	30
63. <i>Archiv für klinische Chirurgie</i> .....	30
64. <i>Monatsschrift für Geburtshilfe und Gynäkologie</i> .....	29
65. <i>Zeitschrift für klinische Medizin</i> .....	27
66. <i>American journal of clinical pathology</i> .....	26
67. <i>Science</i> .....	25
68. <i>Medical clinics of North America</i> .....	25
69. <i>Journal of medical research</i> .....	25
70. <i>British journal of surgery</i> .....	25
71. <i>International clinics</i> .....	25
72. <i>Deutsche Zeitschrift für Chirurgie</i> .....	25
73. <i>Annals of otology, rhinology and laryngology</i> .....	24
74. <i>Zeitschrift für Geburtshilfe und Gynäkologie</i> .....	24
75. <i>Deutsches Archiv für klinische Medizin</i> .....	24
76. <i>Surgical clinics of North America</i> .....	23
77. <i>Archives of otolaryngology</i> .....	23
78. <i>Journal of nervous and mental disease</i> .....	22
79. <i>Archives of disease in childhood</i> .....	21
80. <i>Medizinische Klinik</i> .....	21
81. <i>Zeitschrift für Krebsforschung</i> .....	21
82. <i>British journal of dermatology</i> .....	21
83. <i>Journal of allergy</i> .....	20
84. <i>Presse médicale</i> .....	20
85. <i>Archiv für Psychiatrie</i> .....	20
86. <i>Klinische Monatsblätter für Augenheilkunde</i> .....	18
87. <i>Dermatologische Wochenschrift</i> .....	18
88. <i>Edinburgh medical journal</i> .....	17
89. <i>Proceedings of the staff meetings of the Mayo Clinic</i> .....	16
90. <i>American journal of tropical medicine</i> .....	16
91. <i>Japanese journal of obstetrics</i> .....	16
92. <i>American journal of syphilis</i> .....	16

TABLE III—Continued

Rank and Periodical	Circulation Number
93. <i>Paris médical</i> .....	16
94. <i>Annual review of biochemistry</i> .....	15
95. <i>Zeitschrift für Kinderheilkunde</i> .....	15
96. <i>Acta medica Scandinavica. Supplementum</i> .....	15
97. <i>Monatsschrift für Kinderheilkunde</i> .....	15
98. <i>Annals of medical history</i> .....	14
99. <i>British journal of radiology</i> .....	14
100. <i>Current researches in anaesthesia and analgesia</i> .....	14
101. <i>Proceedings of the National Academy of Sciences</i> .....	14
102. <i>Bulletin de la Société d'Obstétrique et de Gynécologie</i> .....	14
103. <i>Journal of urology</i> .....	14
104. <i>Zeitschrift für Hals-, Nasen- und Ohrenheilkunde</i> .....	14
105. <i>Strahlentherapie</i> .....	14
106. <i>Frankfurter Zeitschrift für Pathologie</i> .....	14
107. <i>Chinese medical journal</i> .....	14
108. <i>Illinois medical journal</i> .....	14
109. <i>Dermatologische Zeitschrift</i> .....	14
110. <i>Archiv für Augenheilkunde</i> .....	14
111. <i>Medical journal of Australia</i> .....	13
112. <i>Wiener Archiv für innere Medizin</i> .....	13
113. <i>Laryngoscope</i> .....	13
114. <i>Folia haematologica</i> .....	13
115. <i>Berliner klinische Wochenschrift</i> .....	13
116. <i>Jahrbuch für Kinderheilkunde</i> .....	13
117. <i>Yale journal of biology and medicine</i> .....	12
118. <i>Acta dermato-venereologica</i> .....	12
119. <i>Southern medical journal</i> .....	12
120. <i>American journal of nursing</i> .....	12
121. <i>Modern hospital</i> .....	12
122. <i>Archiv für Ohren-, Nasen- und Kehlkopfheilkunde</i> .....	12

It is interesting to note that in Table III the *Journal of the American Medical Association* is ranked sixth. In terms of home use this ranking is accurate, but it must be pointed out that if figures for total use were available, this journal would unquestionably head the list. The reason for this discrepancy in circulation is obvious when we consider the size and weight of the bound volumes.

If we compare Table III with results obtained deductively by Jenkins<sup>7</sup> and Sherwood<sup>8</sup> it is significant that the similarities

<sup>7</sup> *Op. cit.*<sup>8</sup> *Op. cit.*

are greater than the differences. Thus Table III contains forty of the journals listed by Jenkins and forty-seven of those listed by Sherwood. Among the first fifty entries of Table III are included thirty of the periodicals listed by Jenkins and thirty listed by Sherwood. Both lists omit several journals which, in terms of use, we have found of great importance, namely:

*American journal of pathology*  
*American journal of surgery*  
*Archives of neurology and psychiatry*  
*Journal of obstetrics and gynecology of the British Empire*  
*Physiological reviews*  
*Virchow's Archiv für pathologische Anatomie*  
*Zeitschrift für die gesamte experimentelle Medizin*

It is also interesting to note that out of a total of fifty German periodicals, Jenkins' list contains twenty, Sherwood's eleven, and the University of Chicago's nine. No one would question the excellence of Jenkins' compilation in terms of desirability per se, but in terms of practicability one might be somewhat dubious. Would an average small clinical library be justified in including twenty German periodicals in a list of fifty? The expenditure for these journals would absorb over 60 per cent of the periodical budget. Would not the language handicap reduce actual usage to a point where the expenditure would be out of line with the demand? It seems that the staff served would have to be given careful consideration. Is it likely that readers in a small clinical library would use more German periodicals than the community described in this study? If the answer is negative, one must conclude that Sherwood's list reflects more closely the actual demand which might be made on an American clinical library, whereas Jenkins' list reflects the possible demand of a cosmopolitan library whose staff is over 20 per cent German.

Comparative study of the three periodical lists also brings to light some interesting differences in the ranking of periodicals (Table IV).

Some of these differences may be rationalized when we consider that Jenkins' study covered the year 1929; Sherwood's, the year 1930/31; and the present study, the year 1934/35. During the last few years there have also been marked changes in the content of certain German periodicals which would tend to alter their ranking.

TABLE IV  
OUTSTANDING DIFFERENCES IN PERIODICAL RANKINGS GIVEN BY  
JENKINS, SHERWOOD, AND THE UNIVERSITY OF CHICAGO

Periodical	Rank Given by Jenkins	Rank Given by Sherwood	Rank Given by University of Chicago
<i>Annals of internal medicine</i> .....	0	45	29
<i>Deutsche medizinische Wochenschrift</i> .....	8	15	52
<i>Journal of clinical investigation</i> .....	0	48	18
<i>Journal of immunology</i> .....	42	0	30
<i>Journal of pharmacology and experimental therapeutics</i> .....	0	36	23
<i>Journal of urology</i> .....	0	20	103
<i>Klinische Wochenschrift</i> .....	3	13	31
<i>Medizinische Klinik</i> .....	13	31	80
<i>Münchener medizinische Wochenschrift</i> .....	5	9	53
<i>Strahlentherapie</i> .....	0	22	105
<i>Journal of experimental medicine</i> .....	18	16	3

#### CONCLUSIONS

Though the records of the past are of inestimable value, Table I shows clearly that the present is of much greater concern to the scientist. The historical approach gives perspective, but results of investigations just completed or in progress must be tapped in order to avoid wasteful duplications of effort. In general, the table shows a sharp decline in usage from 1935 to 1921, following which the decline becomes more gradual. Further inspection shows that clinical journals are more ephemeral in value than are the biological journals. In other words, the student and research worker in biology, or premedical subjects, draws more on the past than does the clinician.

The practical implications of these facts would be that in selecting a serial subscription list the small bio-medical library

should be guided primarily by present trends in circulation as indicated in columns 2-4 of Table I, rather than by total circulation. Thus the small bio-medical library, particularly if located in a scientific center, needs only complete back files for the last twenty years, whereas the small clinical library would need back files only for the last ten or fifteen years.

#### RECOMMENDATIONS

For the bio-medical library that serves a community similar to the one here studied, it might well be recommended that a subscription list of from 200 to 250 periodicals should include those listed in Table I. Similarly, the clinical library with a subscription list of 135 to 175 journals should include those listed in Table III. Each library would, no doubt, have to include others which because of special research problems or local interest would be very essential tools.

The clinical library with a subscription list considerably smaller than that indicated in Table III would need, besides the more important general medical journals, a fair representation in the fields of obstetrics and gynecology, pediatrics, and surgery. After these needs had been met, the library should be guided in its purchase of specialties by the particular needs of its own staff and community and also by the mortality statistics of the United States. For example, figures compiled by the Bureau of the Census<sup>9</sup> show the death-rates per 100,000 estimated population in 1932 for the five outstanding groups to be as follows:

Diseases of the circulatory system.....	246.2
Infectious and parasitic diseases.....	130.8
Diseases of the nervous system and of the organs of special sense.....	108.1
Cancer and other tumors.....	107.1
Diseases of the genito-urinary system.....	100.6

Table III will show which journals in these specialties have the highest ranking in terms of repeated use. It might therefore be

<sup>9</sup> "Mortality statistics for the death registration area of continental United States, 1930, 1931 and 1932," *Public health reports*, XLIX (1934), pt. 1, 55-59.



recommended that the small clinical library include at least one journal confined to each of the above specialties.

As 85 per cent of the periodical requests will be met if the library has available the back files of journals from 1921 to date, a primary goal for the smaller library would be to subscribe to as many as possible of those journals that are in greatest demand, as indicated by present trends, and to acquire the back files of these journals from 1921 to date. A secondary goal would be a still further increase in the subscription list, addition of the back files from 1921 to date of these new journals, and the acquisition of back files from 1901 to 1920 of the most popular journals initially acquired. A tertiary goal would be a still further increase in the subscription list and completion of the more important files from 1901 to date. Not until these goals had been attained would it seem advisable to acquire any back files dating before the turn of the century. Nor would it be justifiable to acquire rare journals of interest primarily to the historian and scholar.

It has been said that a library fulfils its destiny in so far as it is able to meet the unusual as well as the usual needs of its patrons. But it must be conceded that a library must give precedence to the imperative needs of the many rather than to the superlative needs of the few. The smaller library, in particular, should pride itself, not on the distinction and rarity of its holdings, but on the effectiveness of its service.

Co-operation, to be successful, must begin at the very outer periphery of a library's needs. Thus, as regards the rare journals which are needed only by the historian and scholar, it is in the interest of larger as well as smaller libraries to make selections with a view to making as many such items as possible available in a given region. For example, there is the list of early American medical journals compiled by Robinson,<sup>10</sup> headed by the *Medical repository* (1797-1824). For a library to acquire the items on this list without first ascertaining their possible avail-

<sup>10</sup> V. Robinson, "The early medical journals of America founded during the quarter-century 1797-1822," *Medical life* XXXVI (1929), 553-85.

ability in neighbor libraries would be an unwise expenditure of funds. The same would be true as regards the list of seventeenth- and eighteenth-century scientific journals compiled by Garrison.<sup>11</sup> Though these journals are of great historic significance, the reader requesting them would be willing to wait either until they could be secured through interlibrary loan, or until a micro-film or photoprint could be made of the desired article. He will be better served if several of these historic files are available in a given region than if duplicate files of one or two of them are closer at hand.

Again this study shows that less than 3 per cent of all requests were for journals published before 1900; that only 0.2 per cent of all requests were for journals published prior to 1875. Here again is an opportunity for co-operation. The completion of back files of extant journals published before 1900 should be made with a view to making as many different publications as possible available in a given region. Duplication of infrequently used volumes is a needless dissipation of resources. Community co-operation between scientific libraries has been suggested by Kampmeier,<sup>12</sup> Kricker,<sup>13</sup> Ballard,<sup>14</sup> and others. Certainly the plan is practical in so far as it refers to rare books and journals and to back files of extant journals published before 1900. But with regard to current subscriptions and the recent volumes of extant files the feasibility of co-operation is not so clear. In the case of highly specialized journals it would seem that co-operation in research projects would logically have to precede co-operation in the matter of subscriptions. Necessity may, however, speed greater co-operation and co-ordination of resources among libraries. For example, when it seemed in-

<sup>11</sup> F. H. Garrison, "The medical and scientific periodicals of the 17th and 18th centuries," *Bulletin Johns Hopkins Institute of History of Medicine*, II (1934), 285-343.

<sup>12</sup> O. F. Kampmeier, "The problem of coordination of medical libraries in Chicago," *Proceedings of the Institute of Medicine of Chicago*, IX (1932), 122-28.

<sup>13</sup> G. Kricker, "Klinikbüchereien und Universitätsbibliotheken," *Deutsche medizinische Wochenschrift*, LVIII (1932), 1142-43.

<sup>14</sup> J. F. Ballard, "Co-operation and co-ordination in special library work," *Bulletin Medical Library Association*, n.s., XXIV (1936), 149-54.

evitable that many libraries would have to cancel subscriptions to the high-priced German medical periodicals, the zoning plan was recommended by the Medical Library Association.<sup>15</sup> Had not substantial reductions been obtained in the subscription prices of these journals, this co-operative measure would undoubtedly have gone into effect. The spirit of the times calls for co-operative endeavor, and the regional conception of library service is slowly replacing the local autonomous system.

<sup>15</sup> Medical Library Association, "Report of the Committee on the Cost of Current Medical Periodicals for the year 1932-33," *ibid.*, XXII (1933-34), 8-12.

## THE CONTRIBUTORS TO THIS ISSUE

WILLIAM WARNER BISHOP: for biographical information see the *Library quarterly*, I (1931), 338; and IV (1934), 359.

IGINO GIORDANI was born at Tivoli, near Rome, in 1894. He attended the Liceo of Tivoli, and after the war continued his studies in the hospital in Rome where he was recovering from wounds received in service. He received the degree of Doctor of Letters from the Royal University at Rome in 1918. From 1919 to 1927 Dr. Giordani taught Italian, Latin, and Greek in the public schools. The following year he was sent to America to study library science at the University of Michigan and at Columbia University. He returned to Italy in 1928 to become an assistant in the Vatican Library. In 1930 he was appointed head of the cataloging department and is now in the rank of the *scrittori* as head of the cataloging department and of the Library School in the Vatican.

He has written several volumes on church history: *S. Clemente Romano* (1925); *S. Giovanni Crisostomo* (1929); *S. Giustino: le Apologie* (1929); *La prima polemica cristiana* (gli apologeti greci del II secolo) (1930); *Crisi protestante e unità della Chiesa* (1931); *Segno di contraddizione* (2d ed., 1934); *Il messaggio sociale de Gesù* (1935). While in the United States Dr. Giordani compiled an anthology of American authors, *Contemporanei nord-americani*, and wrote a novel, *America quaternaria*, which has been translated into French and Dutch. His second novel is *La città murata: storia del tempo d'Ildebrando* (1936). He is editor of the monthly review, *Fides* (published by the Vatican), and is a frequent contributor to Italian and foreign periodicals.

MARCEL GODET, director of the Swiss National Library (Schweizerische Landesbibliothek) at Berne, Switzerland, was born in Neuchâtel, Switzerland, in 1877. He was educated in his native town and the Ecole des Sciences Morales et Politiques of Paris, and at the universities of Marburg, Berlin, Halle, and Munich. From 1903 to 1909 he served as librarian to the King of Rumania at Bucharest and was then appointed to his present post at the Swiss National Library.

Dr. Godet is chairman of the committee of the large public library, the Schweizerische Volksbibliothek, a member of the Expert Committee of the International Institute of Intellectual Co-operation of the League of Nations, and secretary of the (Swiss) National Com-

mission on Intellectual Co-operation. He has been chairman of the Swiss Library Association, has been vice-president, and is now president of the International Federation of Library Associations. In these latter capacities he has taken an active part in the conferences of the International Committee on Libraries. In 1933 he visited America to attend the meeting in Chicago. His inaugural address at the Warsaw meeting in May, 1936, is published in this issue of the *Library quarterly*.

Dr. Godet is the author of many bibliographical and historical publications. He was director and collaborator of the *Dictionnaire historique et bibliographique de la Suisse* (Neuchâtel, Switzerland, 1920-32, 7 vols.); editor of *Index bibliographicus. Répertoire international des bibliographies courantes* (Genève, 1925; 2d ed., with Vorstius, Berlin: de Gruyter, 1931); and the author of *Das Problem der Zentralisation des schweizerischen Banknotenwesens* (Halle; Leipzig, 1902); *Mémoire concernant la création d'un catalogue général et d'un service de renseignements des bibliothèques suisses* (Berne, 1927); "Le dépôt légal" (*Revue des deux mondes*, Paris, 1930); *Le régime du personnel dans les bibliothèques suisses et l'Association des Bibliothécaires* (Berne, 1930); *La Bibliothèque nationale suisse; son histoire, ses collections, son nouvel édifice* (Berne, 1932); *La formation professionnelle des bibliothécaires en Suisse* (Berne, 1933); *La bibliophile française et Fr. L. Schmied* (Berne, 1934); and *Bibliothèques américaines; impressions et réflexions* (Berne, 1935). A study on *Le prêt international des livres et manuscrits* is in the press.

JUDITH WALLEN HUNT (Mrs. Galen Hunt) was born in Stockholm, Sweden. She was educated at the University of Chicago, receiving her B.S. degree in 1921 and her M.S. in 1925. While in college she served an apprenticeship in library service under J. C. M. Hanson and subsequently became a cataloger and shelf-lister in the General Library of the University. During this time she recataloged the Chemistry Library. Her teaching experience consists of two years as instructor in chemistry in Hollins College, Virginia, and one year as teaching assistant in chemistry at the University of Minnesota. For three years (1926-28) she was technical librarian for Fansteel Products Company of North Chicago. Since 1929 she has been librarian of the Bio-Medical Libraries of the University of Chicago.

MARGARET HUTCHINS, assistant professor of library service at the School of Library Service, Columbia University, was born in Lan-

caster, New Hampshire. She holds an A.B. degree from Smith College (1906), a B.L.S. from the University of Illinois Library School (1908), and a Master's degree from the School of Library Service, Columbia University (1931). Her professional experience has been divided between library practice and instruction. From 1908 to 1927 Miss Hutchins lectured in the University of Illinois Library School and served as reference assistant (1908-12), assistant in charge of the classics department (1912-13), and reference librarian in the university library (1913-27). In 1927 she became superintendent of the branch reference work and instructor at the Queens Borough Public Library, Jamaica, New York, which position she held until 1931 when she left to study and later teach at Columbia University. The summers of 1926, 1927, and 1929 she spent teaching at the Chautauqua School for Librarians and at the summer session for librarians at Columbia.

Miss Hutchins is co-author of *Guide to the use of libraries*, now in its fifth edition.

HAZEL ALICE JOHNSON was born in Wausau, Wisconsin. Her undergraduate work was done at Oregon State College, Corvallis, Oregon, and at the University of Oregon (A.B., 1925). Following her graduation she served three years as an assistant in the circulation department of the University of Oregon library, leaving this position for a year's study at the School of Library Service, Columbia University. She received her Bachelor's degree in library science in 1929 and spent the following year as head of the reference department of the Hoyt Public Library, Saginaw, Michigan. In 1930 she was appointed assistant librarian of the Scripps College Library, Claremont, California, and in 1932 was promoted to the position of acting librarian. In 1934-35 Miss Johnson studied at the Graduate Library School, University of Chicago. She is at present librarian of the Scripps College Library.

BEATRICE WINSER, a native of Newark, New Jersey, graduated from the New York State Library School in 1888 and began her library career as French and German cataloger in the Newark Public Library. In 1894 she was promoted to be assistant librarian of that library and has been librarian there since 1929.

Miss Winsor has twice served on the American Library Association Council (1909-12; 1930-34) and has held the offices of secretary and president of the New Jersey Library Association.

## THE COVER DESIGN

**R**OBERT WYER is noteworthy as the first printer and publisher to attempt to reach the uneducated by means of cheap, simple works. Of his life but little is known. He began printing "in Saint Martin's Parish besides Charing Crosse" in the outskirts of London, at the sign of St. John the Evangelist, about 1529 and was of sufficient importance in his parish even then to hold the office of churchwarden. He continued at work until 1556, when he may have been succeeded by Nicholas Wyer, or possibly even until 1560.

In contrast to the printer's biography, his productions are interesting. He printed a total of about a hundred books, all, with a very few exceptions, in English, and chiefly small, cheap tracts. His titles, therefore, give us an idea of what the poorer, literate Englishman during the days of Henry VIII and Queen Mary wanted to read. We cannot but be struck with the demand which existed for books of astrology. *The Compost of Ptholomaeus* (a work with which Ptolomy had no connection), *The Nature of the Dayes of the Weke* (ascribed to Aristotle), *The Boke of Demaundes*, *The Pronostycacyon of Erra Pater*, *The Dyfference of Astronomye*, and similar works found ready purchasers. Even larger was the demand for treatises on health and medicine. Vigo's *Lytell Practyce in Medycyne*, *The Anthidotharius*—a book of medical recipes—Arnold de Villa Nova's *Defence of Age and Recouery of Youth*, Roger Bacon's *Boke of Waters*, Macer Aemilius' *Herbal*, *The Boke of xxxiii Stones*, Erasmus' *Gouernaunce of good Helthe*, Guido de Caulico's *Questyonary of Cyrurgyens*, *The Iudgement of Urynes*. Thomas Moulton's *Glasse of Helth*, and others—many of them going through several editions—testify to the attraction which information on health had for the Englishman of the early part of the sixteenth century. Like the readers of the advertisements of correspondence schools today, the purchasers of Wyer's pamphlets wanted to learn how to advance themselves. John Larke's *Boke of Wysedome*—a work which instructed its readers in "the maner to speake alwayes well and wysely to alle folkes"—a more vocational work, Benese's *Measurynge of Land*, and Sylvestre's *Gouernaunce of a Housholde* helped to fill this need. Religion, of course, appealed to the popular audience which Wyer addressed. Books of simple piety, such as the *Ars Moriendi*, or *the Craft to Dye* and the *Dyurnall for Devoute Soulles*, more classical



works on religion, such as St. Bernard's *Golden Pystle* and St. Thomas à Kempis' *Folowyng of Chryste*, works by contemporary authors, such as Erasmus' *Exhortacyon to the Dylygent Study of Scripture*, and more spectacular works, such as *The iiii Tokens whiche shall be shewed afore the dredeful Daye of Dome* were popular with the subjects of Henry, Edward, and Mary. Social satire, too—*The Boke of the fayre Gentyl-woman*, *Lady Fortune*, for example—appealed to Wyer's clientèle. Literature, on the other hand, was evidently not so well received by these purchasers of cheap pamphlets. Wyer's publications in this field, such as Christane de Pisan's *C. Historyes of Troye* and Bouchier's *Castell of Love*, are books, though not large ones, and may be addressed to other than his usual audience. Wyer also printed a few legal treatises.

Wyer used the same devices which publishers who seek to appeal to the poorer reader employ today. He condensed larger works and even ascribed to famous authors, such as Ptolomy and Aristotle, works with which they had no connection.

Wyer's mark is taken from his house sign. St. John, the patron of printers and scribes, is depicted writing. Beside him is his symbol, the eagle, holding his pen case and inkwell. In the background is probably represented the Isle of Patmos.

EDWIN ELIOTT WILLOUGHBY

FOLGER SHAKESPEARE LIBRARY

## REVIEWS

*Lexikon des gesamten Buchwesens.* Herausgegeben von KARL LÖFFLER und JOACHIM KIRCHNER unter Mitwirkung von WILHELM OLBRICH. Band I, *Aa-Gotheana*. Leipzig: Karl W. Hiersemann, 1935. Pp. xiii+[i]+640. Rm. 44.

In most fields of scholarship the specialists of all other nations are indebted to the Germans for two great reference works which are almost never produced and seldom translated into any other languages. The first of these is the *Grundriss*, which is a systematic treatise not only on the central subject field but also covering the marginal and subsidiary sciences. The other is the *Realencyclopaedie*, an alphabetical repertory of established data concisely stated, integrated by numerous cross-references, and documented with copious selective bibliographies. Usually these works are produced through the co-operation of many and eminent scholars, often under the auspices of learned societies or a national academy. Moreover, because the two methods of treatment are not rival but complementary to each other, no discipline, according to German standards, is completely equipped until it has both of them. For librarianship these two invaluable reference tools are now in the course of publication—the *Grundriss* in Milkau's *Handbuch* and the *Realencyclopaedie* in this *Lexikon des gesamten Buchwesens*, or "Encyclopedia of universal bibliography."

The first has been repeatedly discussed in American professional journals, but the second has been comparatively neglected by reviewers. Perhaps this is inevitable for it is much easier to describe and evaluate a treatise than a dictionary. Yet it is very unfortunate, for the *Lexikon* is just as epoch-making and for many uses more valuable than the *Handbuch*.

The first complete volume is a substantial small folio (8×11 inches), beautifully printed in legible roman type on excellent paper, and handsomely bound in half-green morocco—all of the high quality which one associates with the Hiersemann imprint. In the Introduction the scope of the undertaking is clearly outlined: The whole work is to include some twelve thousand entries which will discuss all the various aspects of the *book* as it has developed through centuries past and as a still plastic and evolving implement, the characteristic tool of civilized cultures. More specifically the material is to cover:

- |  |  |
|--|--|
| 1. Graphic systems both written and printed        | 4. Incunabula  |
| 2. Books in antiquity                              | 5. Printing since 1500 including graphic techniques and reproductive processes |
| 3. Paleography and illumination in the Middle Ages | 6. Book illustration   |
|  | 7. Paper   |

- |  |  |
|--|--|
| 8. Bindings                              | 13. The public library movement                  |
| 9. Book collectors and their collections | 14. Library methods and administration           |
| 10. The book trade                       | 15. Biographies of librarians and bibliographers |
| 11. Bibliography                         | 16. Periodical and serial publications           |
| 12. Library history                      |  |

None of these fields is to be presented in a long general article but each is broken down into specific topics which are distributed in one general alphabet for ease of reference.

This plan was first formulated in 1930 and, after thorough discussion with competent advisers, put into operation under two general editors, Professor Löffler (*A-L*), and Dr. Kirchner (*M-Z*), both with the assistance of Dr. Olbrich. All the contributors are Germans, and their number is unusually small for so great an enterprise; but both limitations were deliberately made in the hope of thus securing a greater unity, consistency, and comprehensiveness of treatment than would otherwise be possible. Actually the list of thirty-seven contributors reads like an honor roll of the living generation of German librarians, and to the American reader the selection of Dr. Annemarie Meiner of Munich to discuss the library system in this country is highly assuring.

This staff of regular contributors completed their work by the spring of 1934, but in the course of publication their articles are being brought up to date and new ones inserted to cover current events and discovered omissions. It must also be explicitly noted that the apparent overemphasis on humanistic interests was corrected after the sections *A-E* had been printed. From the letter *F* on, the bibliography of scientific subjects is included in normal alphabetical order, while entries which should have appeared earlier—such as Agriculture, Astronomy, Mining (*Bergbau*), Botany, etc.—will be inserted under synonymous headings farther down the alphabet.

It is always difficult to appraise and describe realistically the scholarly standard achieved in a composite reference work, but perhaps this testimony will be as significant as any detailed report of an artificial sampling experiment: The present reviewer has had the volume on his desk for nearly a year and has made constant use of it but he has yet to find a single objectionable omission, a misstatement of fact, or even a typographical error.

PIERCE BUTLER

Graduate Library School  
University of Chicago

---

*Handbuch der Bibliothekswissenschaft, Zweiter Band: Bibliotheksverwaltung.*  
Herausgegeben von FRITZ MILKAU. Leipzig: Otto Harrassowitz, 1933.  
Pp. xv+732. Rm. 60.

The first volume of Dr. Milkau's monumental handbook of library science appeared in 1931 (cf. *Library quarterly*, I, 487-89). The Preface to this, the second volume, bears the signature of Dr. Milkau. It is dated October 30,

1933. It is sad to think that this Preface and chapter xiv of the volume, "Der Bibliothekar und seine Leute," were destined to be the last contributions of this eminent librarian, who for half a century had been so active in the promotion of knowledge of libraries and their administration. The writer can recall no librarian of his time who has contributed more of real and lasting value to the library profession, and to whom can be applied more fittingly the words with which he ends his Preface—a tribute to two of his collaborators, recently departed, Karl Sigismund and Hans Schnorr von Carolsfeld—"Requiescant a laboribus suis, opera enim illorum sequuntur illos." Less than three months after the signing of the Preface his death was announced in the press of his native country and the world.

A third volume will be required to complete the present work. Besides a general Index it will include certain historical articles, and probably also the work on popular, circulating libraries on which Constantin Nörrenberg, now retired, has for some time been engaged.

As the second volume is the one likely to be most frequently consulted by librarians, it may be in order to give a brief résumé of its contents. It opens with a chapter of 110 pages on building and equipment by Dr. Georg Leyh, director of the University Library of Tübingen. This chapter should be of special interest for American librarians. Dr. Leyh, who some twenty-five years ago wrote some most valuable articles on bibliography, cataloging, and classification, has recently taken a keen interest in library construction. That he recognizes the important part which America has played in this department of library development is evidenced by the prominence given to American libraries and their equipment.

In chapter ii, on accessions, Dr. Emil Gratzl, director of the State Library, Munich, also gives ample recognition to contributions by American librarians, the names of Putnam, Cole, Bostwick, Dewey, Bascom, C. A. Cutter, Koch, Hopper, Lowe, Baber, Brown, Childs, Boyd, Metcalf, Guthrie, etc., figuring prominently. The "Bishop W. Warner" mentioned in a footnote on page 191 may also be an American, possibly identical with the "Bishop of Michigan" who, with a certain "Lord Milton," according to Roman newspapers, headed the bibliographical mission to the Vatican in 1928.

In chapter iii, duplicates are adequately treated by Dr. Ernest Kuhnert, first director of the Berlin State Library. Binding and identification of books are considered by Dr. Otto Glauning, director of the University Library of Leipzig, in chapter iv. It is based on a lecture on library administration in which the author has made excellent use of his wide reading and experience. The second part on *ex libris*, coats of arms, and stamps is an important contribution to the meager literature of these subjects.

In chapter v, cataloging is discussed by Dr. Rudolf Kaiser of the Berlin State Library, a leading authority on the subject. He states at the outset that scarcity of space has forced him to limit his treatment of cataloging in countries other than Germany. Even so, references to the books of Bishop,

Mann, Cutter, Billings, Dewey, Fellows, Richardson, Bliss, Jewett—not to mention articles by Martel, Van Hoesen, Currier, Monrad, MacPherson, etc.—show that he has kept in touch with American development in the field. One regrets that in his brief mention of the Library of Congress Classification (pp. 287–88) no reference is made to Charles Martel, whose work in planning, compiling, and editing the greater part of the scheme constitutes one of the most notable contributions to librarianship of which we American librarians can boast. Quite naturally Kaiser sides with the German practice in entry of anonymous works and in refusal to recognize corporate bodies as authors of their publications. More familiarity with the dictionary catalog, so common in American libraries, might have served to modify some of the statements made. He seems not to realize that subject, title, corporate entries, and references in the dictionary catalog serve far more effectively the purpose intended by entry under the governing noun in the *Instruktionen*, and under personal and geographic names in the old alphabetical catalog of the Berlin State Library.

Arrangement of books on the shelves and call numbers are the subjects dealt with by Dr. Leyh in chapter vi. He is today even more convinced than he was in 1912, when he inaugurated that excellent series of articles in *Zentralblatt für Bibliothekswesen* on the same subject, that close classification on the shelves and definite call numbers are not to be recommended. Today he appears to favor arrangement by *numerus currens* (accession number). To this, few university and reference librarians in America will agree. It costs no more to decide on the position of the book in a close classification than to determine its entry in a good systematic catalog. Should our schools succeed in producing a sufficient number of librarians competent to differentiate between the live and the permanently dead among the books, then classification and marking of books as carried out, for instance, at the Library of Congress, should prove to them a help, not a hindrance. As for the argument of Leopold de Lisle in his Introduction to the printed author catalog of the Bibliothèque Nationale, that classification is a failure because it is not practicable to bring together in one place all the literature on a given subject, to that we answer that, if under the number for Louis the Pious there are shelved only 250 books, and the important article in *Grande encyclopédie* is missing, these 250 books, nevertheless, furnish a nucleus not to be lightly ignored in the library administration. We grant that there are many subjects the literature of which it is difficult to classify and group in one place, but there are as many, or more, where this becomes a relatively easy matter. That in practically all subjects it is necessary to work back into the composite literature for books and articles not issued in separate form is obvious. Linderfelt, Parker, and Merrill are among the American librarians who receive recognition in this chapter.

Chapter vii by Dr. Gustav Abb of the Berlin State Library deals with use of the library. Like his collaborators, Dr. Abb prefaces his article by an

excellent historical survey of the subject. All concerned with administration of reading rooms, stacks, and circulation will read this chapter with profit and pleasure.

The important subject, reference and information, has been assigned to Dr. Heinrich Uhlendahl, director of the Deutsche Bücherei, whose pleasant personality will be remembered by those who had the good fortune to meet him in Rome in 1928, and the many who have visited the Bücherei at Leipzig. He writes chapter viii. In the next chapter Dr. Hermann Degering, director of the manuscript department of the Berlin State Library, writes on manuscripts; Dr. Norbert Fischer, of the same library, on maps; and Dr. Johann Wolf, also of the State Library, on music.

Dr. Paul Trommsdorf, favorably known to many of the older American librarians from his visit here some thirty years ago, opens chapter x with a well-written article on technical libraries, a subject to which he has given a lifetime of study. He is followed by Dr. Gotthold Naetebus, director of the Berlin University Library, to whom has been assigned the much-discussed subject, departmental, seminary, and similar special libraries. There is no evidence to indicate that repercussions of our many departmental library squabbles here in America have reached the author. The reviewer had a letter, as early as 1912, from Dr. Milkau which showed that, while director of the Breslau University Library, he was following the progress of discussions over here with keen interest. Besides the reports of some of the larger university libraries, articles in the library journals, conference proceedings, and independent reports, such as the one of 1917 at the University of Chicago, edited by the undersigned, and a later one at the same institution, edited by Dr. Ernest Wilkins, now president of Oberlin College, give ample evidence that this is not a problem confined to European institutions alone. Whether it will ever be solved in a satisfactory manner seems doubtful. The writer has a vivid recollection of a certain learned professor who insisted that it was essential to good library administration that all literature likely to interest his department be retained in the departmental library. On returning from a period of study in the Harvard College Library he expressed in strong terms his admiration of the service which that library had given him, as compared with our own, where a somewhat extreme decentralization of book resources had been forced on us, chiefly because of a totally inadequate central library structure, but also, in part, because of an academic tradition favoring strong departmental libraries. When it was intimated that the centralization of book resources in the Widener Library at Harvard might account to some extent for the superior service, he refused to concede the point. It is sometimes hard, even for a professor, to see that there are times when you can't have your cake and eat it, too.

The indefatigable Dr. Leyh appears again in chapter xi, writing this time on statistics. Chapter xii on libraries and the public is the second contribu-

tion of Dr. Otto Glauning to this volume. Chapter xiii, on library laws and legislation, is by Dr. Heinrich Treplin, university librarian.

Of the final chapters, xiv, on the librarian and his staff, is by Milkau himself; xv, on international relations, by Dr. Hugo A. Krüss, general director of the Berlin State Library, who has on at least two occasions been a visitor to conferences of the American Library Association. In his final contribution Dr. Milkau incidentally discusses library courses and training, pages 709-15 being devoted to America.

In 1892 Dr. Kari Pietsch and W. S. Merrill of the Newberry Library were seriously considering a translation of Arnim Graesel's *Handbuch der Bibliothekslehre*, of which an Italian translation had just appeared. The undertaking proved too formidable and was given up. Since then there has been periodic discussion of translations, either of Graesel or of the later handbook of Svend Dahl, but as yet without results. When Volume III of Milkau's *Handbuch* appears, the subject of an English translation may again be broached. The task is, of course, beyond the powers of any one individual. Only through co-operation could an adequate translation be provided. Librarians of scholarly libraries will no doubt agree that the subject merits consideration.

J. C. M. HANSON

*Sister Bay, Wisconsin*

---

*Guide to the use of libraries. A manual for college and university students.* By MARGARET HUTCHINS, ALICE SARAH JOHNSON, and MARGARET STUART WILLIAMS. 5th ed., rev. New York: H. W. Wilson, 1936. Pp. xii+[2]+252. \$1.25.

To those who are acquainted with this excellent *Guide*, the new edition will be very welcome. It has been the policy of the authors to issue new editions with sufficient frequency to obviate the necessity of supplements either printed or manuscript. This, the fifth edition, includes 1935 material and other pertinent items published since 1929, the date of the fourth edition.

Much, if not all, of the book has been reset. The illustrative catalog cards have been modernized to conform to Library of Congress rules and unit-card practice. The material has been rearranged, new titles have been inserted, and the old ones omitted. The chapters fall naturally into three groups. The first nine chapters consider library organization; the next twenty-one deal with reference books; and the four appendixes are aids to the teacher.

Additions to the text are first noticed in chapter xi, "Magazines and magazine indexes." The following chapter, "Encyclopedias," has much new material. The comments upon the various works are excellent—an outstanding feature of the book. The chapter, "Dictionaries," has been entirely re-written as it describes the completed Murray's *New English dictionary*, and the new editions of Webster, and Funk and Wagnalls. A greatly altered chapter is the one entitled "Biography." Only slight changes, however, occur in that



on geography, which includes atlases. The section, "Historical notebooks," has been omitted from the history chapter, thus dropping the old stand-bys, Haydn and Harper, which are so far out of date as to be practically useless. Why not omit also the Mulhall and Webb dictionaries of statistics which are equally antiquated but have been retained in the section, "Statistics," in the chapter on sociology? Other sections of that chapter have been modernized.

The first chapter on literature has had little revision, but the second, which includes "Quotations" and "Indexes," omits many of the old entries and adds a few new ones. The chapters, "Science" and "Home economics," have undergone extensive revision, especially the latter which includes eight new titles out of fourteen. Those on engineering and on business have had relatively few changes, most of them omissions, and there has been some rearrangement of material. The list of engineering handbooks is especially good. There are revisions in the later chapters and a few slight changes in the appendixes, especially Appendix II, which omits several of the sample problems formerly included.

An entirely new chapter has been added entitled, "Choosing a book." It indicates briefly how a student may find his recreative reading, and it lists works helpful in library and personal book selection, together with a few of the bibliographical tools commonly found in a library. The chapter is much condensed. It might well be expanded with more material on the development of student libraries, prizes for which are now offered in several colleges.

The *Guide* is very compact. The Preface re-emphasizes the fact that it is primarily intended for the classes in the use of the library which are offered to college Freshmen or Sophomores. It competes in no way with Mudge, *Guide to reference books*, but can be used to supplement that work as its annotations are much longer than those in Mudge. The number of reference books described is of necessity very small, but those included are the essential works in each field—the books which a student should know for the intelligent preparation of his work. The first ten chapters describe briefly library classification, the card catalog, and the make-up of a book itself. They are non-technical and are needed as a guide to the confused reader who goes from a known small collection of books to the bewildering array in even an ordinary college library, and are still more important for one who encounters the complexities of a great university library.

F. L. D. GOODRICH

*College of the City of New York*

---

*Government publications and their use.* By LAURENCE F. SCHMECKEBIER. ("The Institute for Government Research of the Brookings Institution studies in administration.") Washington, D.C.: Brookings Institution, 1936. Pp. xiii+446+[11]. \$3.00.

Sir Norman Angell, writing on peace and war, observes, "The 'educated' have shown no whit more of wisdom in these matters than the simplest peasants and workers. Not infrequently they have shown much less." Per-

haps Mr. Schmeckebier puts his finger on some of the trouble when he says, in his Introduction, "Although increasing use is being made of government publications it is unfortunate that not only the general public, but many mature investigators as well, have no comprehension of the material available and the methods of finding publications on the particular topics in which they are interested." That this is undoubtedly true cannot be rightfully denied by anyone working closely or continuously with documents.

Mr. Tisdell's comment, in the Foreword, is pertinent and true:

The author of this volume has supplied a valuable guide for libraries and students, which will greatly assist them in the handling and use of government publications. These publications have long been the terror of librarians and the despair of almost everyone who has attempted to make use of them, and this manual furnishes a much needed description of the guides required by those who would use them intelligently. . . . The question of their usefulness is largely in the hands of the live, up-to-date, and progressive librarian.

Laurence F. Schmeckebier—according to *Who's who in America*—has been a member of the staff of the Institute for Government Research of the Brookings Institution since 1921. His contributions to the literature on government organizations and activities have been numerous, and of all these the work under consideration here is undoubtedly of the most interest and use to librarians. He has written five of the books in the Brookings "Studies in administration" series, among them *New federal organizations* (1934), No. 28, and *International organizations in which the United States participates* (1935), No. 30. The *Government Printing Office* (1925), No. 36, of the "Service monographs" series, is one of the eleven "Monographs" written by Schmeckebier.

*Government publications and their use* is for both the general worker and the specialist. It is not essential in the everyday use of documents, since Boyd's *United States government publications as sources of information for libraries* (1931) is quite adequate in this respect up to the date of its publication. Since 1931—pending a new edition of Boyd—Schmeckebier will be found to contain enough supplementary material to justify its inclusion on most library shelves as a check-list alone. It is happily up to date in its references to new material as, for example, the *Federal register*, the *Digest of public general bills*, and Hunter Miller's *Treaties and other international acts of the United States of America*, still in progress. He notes also that the *Session laws* have been discontinued with the issue for the second session of the Seventy-fourth Congress.

It is not a book that many people will want to read through. The author is very generous with descriptive, enumerative, and historical data about sets, series, and separates, and, when there is immediate interest in specific cases, these are bound to prove most helpful. His detailed comment and numerous footnotes are such as to aid not only in reference and research but also in occasional order work in most libraries. This detail, especially in the chapter on "Congressional publications," reminds us of the method followed in Clarke's *Guide to the use of United States government publications*

(1918), to which special reference is made in the Introduction. Clarke's material, however, is not covered here.

From pages 115 to 117 the author points to important differences between the daily and the sessional issues of the *Congressional record*, explaining puzzling omissions and exceptional inclusions which are not generally known. Hearings prints, he says (pp. 145-46), "are the most important publications originating in Congress." He does not comment upon the value of the actual hearings, i.e., the proceedings, themselves. (For this, all librarians should consider Newton D. Baker's opinion as expressed in the footnote to p. 57 of "Why we went to war," in *Foreign affairs*, October, 1936.) "The series designation on hearings," he says, "is of little value." This should interest some of us who for some time have questioned the significance of these designations.

There is a long chapter on maps, in which due credit is given to a similar chapter in Bemis and Griffin's excellent *Guide to the diplomatic history of the United States, 1775-1921*; a useful section on processed publications, with appropriate reference to Jerome Wilcox's connection with them; and an up-to-date "List of depository libraries" (pp. 407-17), arranged in two parts to show the "all-depositories" and the selective ones.

A documents librarian instinctively misses references to Childs's *An account of government document bibliography in the United States and elsewhere*, to Wyer, Everhart, Guerrier, and Wroth, and will question the general usefulness of the chapters on laws, court decisions, and administrative regulations and departmental rulings. Still, the omissions are not embarrassing ones and, as Schmeckebier admits, these chapters were meant primarily for "persons working in particular fields."

"Invaluable," a political scientist calls it. To which I would reply, "For some libraries, perhaps essential; for most, necessary."

R. W. NOYES

General Library  
University of Michigan

---

*Special library problems. A tentative training course program. A report of New Jersey's educational experiment.* By MARGARET G. SMITH. New York: Special Libraries Association, 1936. Pp. [ii]+17. \$0.50.

This brief outline of a series of ten lectures, with appended lists of references, gives the reader an opportunity to become familiar with much of the content of a training course given for New Jersey's special librarians. The purpose was

to discuss problems and procedure so as to enable experienced information users (special librarians) to check up on their ability to use material, to help the inexperienced worker such as the former stenographer or file clerk to understand the best general methods for utilizing information, and to help the technically trained person to know the simplified methods of handling material.

Library schools and others interested in raising professional standards by providing adequately trained library personnel may well consider the brief

analysis of the previous training of members of the class and their reactions to this course of lectures. Seventy per cent of the group were without professional training and, for the most part, ineligible for admission to library schools. "It would seem that librarianship in a special library is most easily reached via private secretaryship." It is not surprising, therefore, that the lectures of greatest interest were those devoted to the two subjects which form the backbone of library-school training, namely, cataloging and reference. "A working knowledge of cataloguing and of the use of reference tools is the most urgent need. . . ." The lectures on personnel, publicity, equipment, and other phases of special-library work were generally interesting, but the lectures on cataloging and reference were said to need expansion.

It would seem desirable to provide courses for all untrained persons now holding library positions, to give the basic instruction needed to raise present standards and pave the way for the appointment of trained librarians rather than clerks or secretaries to fill future vacancies. If the library schools cannot do this through extension classes or special courses designed for particular groups, it is to be hoped that the New Jersey chapter and other chapters of the Special Library Association may continue along the lines of this "educational experiment" and arrange training-course programs which, for the untrained practicing librarians, will be an effective substitute for the basic library-school courses and, for the trained librarians, will supply additional instruction and stimulating discussion of practical library problems.

PEYTON HURT

*University of California*

---

Science Museum, South Kensington. *Classification for works on pure and applied science in the Science Museum Library*. 3d ed. London: His Majesty's Stationery Office, 1936. Pp. 132. 5s.

The classification of the Science Museum is based on the Universal Decimal Classification of the International Institute of Documentation. It is claimed for the decimal notation utilized in this classification that it is understood throughout the world and is independent of language. This and the possibility of indefinite expansion by addition of new decimals constitutes the chief advantages of this particular notation. On the other hand, large libraries which have adopted it have, after a time, found themselves in hot water and have been forced to adopt one of two alternatives, viz., to give up close classification on the shelves, at any rate in some classes; or, to resort to numbers so long and complicated that they become confusing and cannot be accommodated on ordinary labels or on the backs of books. As Dziatzko so aptly stated in his "Ueber Generalkatalogisierung," when discussing this notation, "A convenient apparatus for small and popular libraries, for large and scholarly libraries an intolerable straightjacket." Few experienced librarians have, therefore, selected this classification for their libraries during recent times. A few have used it in their subject catalogs where long and complicated

numbers are not so serious a drawback. Since about 1893 many large libraries have been forced to give it up and adopt a broader notation based on the letters of the alphabet, in order to continue close classification on the shelves.

It may be that the Science Library has applied the present classification only to its subject catalog, not to the books on the shelves; otherwise it is to be feared that it will in time find itself in that intolerable straitjacket to which Dziatzko refers. While the classification and index have much to commend them, the notation is one that large libraries will fight shy of, unless they agree with some of the librarians of the present time, that close classification on the shelves is to be avoided.

J. C. M. HANSON

*Sister Bay, Wisconsin*

---

*Libraries of the South. A report on developments, 1930-1935.* By TOMMIE DORA BARKER. Chicago: American Library Association, 1936. Pp. xvi+215. \$1.75.

This five-year report of the regional field agent for the South, of the American Library Association, gathers together much material of especial interest to the student of southern library conditions, especially with reference to the activities and proceedings of the Southeastern and Southwestern library associations. It does not contain any body of new factual material upon which objective conclusions or recommendations can be based, but such conclusions and recommendations as are made are supported by ample evidence generously quoted from Joeckel's *Government of the American public library*, and Wilson and Wight's *County library service in the South*.

In some instances a more objective and clearer description would have been secured if data at hand had been more specifically analyzed and classified; e.g., the list in the Appendix under the heading "Institutions having approved departments of library science" could have been classified into those schools giving courses recognized by the state departments, the Southern Association, or accredited by the Board of Education for Librarianship; those giving courses counting toward the degree for the full-time librarian; and those giving courses that count only toward the six hours of the teacher-librarian. The state supervisors of school libraries have done much to clarify this situation which is not suggested in the reporting of it. Neither is it clear how definitely understood are the standards for school libraries, in the South, if not fully accomplished everywhere.

Also, the chapter on "Professional education for librarianship," as well as that on "School library service," needs clarifying by further analysis. Especially should detailed analysis be given when such statements as the following are made:

The large enrolments have been due undoubtedly in some measure to that perennial lure of a new field of work, while many institutions have been led to offer courses in library science under the pressure of demand from possible students, without counting

the cost of appropriate teaching staff and equipment. There has also been confusion on the part of some institutions as to the differences in the objectives involved in courses for teachers on the use of books and libraries, and courses for librarians or teacher librarians on library technique and administration.

This generalization could be made more appropriately of the situation which existed at the time of Miss Bogle's and Miss Barker's survey in 1930 than of the situation which exists today. And the following statistics would have meant much more if they had been analyzed for each school:

The four library schools for whites accredited by the American Library Association—Emory, Louisiana State University, Peabody, and the University of North Carolina—report that of their 529 graduates in the last five years 76 per cent are placed in library positions, 6 per cent are engaged in other occupations, 6 per cent are unemployed, and 12 per cent are married, lost from the records or otherwise unemployable.

An analysis of these figures with a corresponding analysis of the area served by each school might have given the basis for an objective consideration of the question of library-training agencies in the South.

The material covered by Miss Barker's book includes a report of the Conference of Southern Leaders held at the University of North Carolina, April 7-8, 1933; a listing of the citizens' library conferences held in several states; and a description of the activities of the state library extension agencies. The progress of the revision of the public-library laws is outlined. The three types of surveys which have been made, or are in the process of being made, are described—surveys of the state government by outside agencies in Alabama, Kentucky, Mississippi, North Carolina, and Texas; the educational surveys made in Tennessee and in Kentucky; and the library surveys of Florida and Virginia.<sup>1</sup> A chapter is given to library service to Negroes, to the development of college and university libraries, and to libraries and federal projects.

The report of the Committee on the Resources of Southern Libraries is an interesting and definite contribution to this volume. This study was made by a committee of librarians, and the following is a summary of the findings of their studies: Of the twenty-one municipal and thirteen college and university libraries in the country containing over 500,000 volumes, not one of them is in the South. Some southern institutions have as few as 1,050 volumes in a field where advanced work is being offered. Of seventy-seven libraries reporting their normal annual incomes for books, periodicals, and binding, the highest was Duke University, with \$135,000; the University of Texas was next, with \$70,000; and the University of North Carolina, third, with \$32,000. Ten libraries had between \$20,000 and \$30,000; eighteen, between \$10,000 and \$20,000; fifteen, between \$5,000 and \$10,000; and the remaining thirty-three dropped below \$5,000. There is an encouraging amount of co-operation as: (1) the plans for co-operation in Atlanta between Emory University, Agnes Scott College, and the Georgia School of Technology, which involve

<sup>1</sup> The rather extended survey of the Social Science Research Council which included Louisiana was made during this period.



close co-ordination of library facilities; (2) informal agreements between Louisiana State University, Tulane University, and the Howard Memorial Library regarding division of responsibility for collecting various types of expensive research materials; (3) the agreements entered into formally between Duke University and the University of North Carolina, correlating thoroughly the acquisitions of the two libraries in building up research collections; (4) the informal agreements between the Nashville group of libraries to avoid unnecessary duplication; (5) the union catalog of Texiana at the University of Texas to which other libraries in the state contribute, and the division of certain responsibilities for state documents between the University and the State Library; (6) agreements between the libraries at Richmond, Virginia, and between the University of Virginia and the State Library.\*

The five-year report is summarized with the following figures, and a fifteen-point recommendation. Library facilities as of 1935 show: 33,104,818 total population of thirteen states; 509 public libraries with 11,210,304 people in their service areas; \$2,558,262 spent for public libraries last year, \$0.08 per capita; 7,830,353 volumes in public libraries, 0.2 per capita; 33,931,539 volumes circulated last year, 1 per capita. Out of 1,284 counties, 127 spent at least a small amount of county funds for public-library service; only 52 of the 127 spent as much as \$1,000 per year. Ninety-five public libraries serve Negroes. All the southern states have made legal provision for state library extension work; several make no appropriation for it; several others make inadequate appropriations; some agencies have no field workers. There are 21,894,514 people—66 per cent of the population—without public libraries in their communities; 782 counties are without any public libraries within their borders.

The recommendations are concerned with the following points: (1) state library extension agencies; (2) state demonstrations and experiments; (3) state aid; (4) citizen interest; (5) state school library supervisors; (6) legislation; (7) professional education for librarianship; (8) fellowships; (9) co-operative agreements for the acquisition and use of library materials; (10) regional libraries: consolidation and federation into larger units of service; (11) regional demonstrations; (12) developments of more comprehensive service by individual public libraries; (13) adult education; (14) recognition of the problems of rural life; and (15) studies and investigations.

The Appendix is as large as the text and contains much material often difficult to locate, such as committee reports, state-planning documents, standards, charts, and statistics.

MARGARET M. HERDMAN

*Graduate Library School  
University of Chicago*

\* Study made in 1934.



*A bibliography of Canadians: being items in the Public Library of Toronto, Canada, relating to the early history and development of Canada.* Edited by FRANCES M. STATON and MARIE TREMAINE with an Introduction by GEORGE H. LOCKE. Toronto: The Public Library, 1934.

To bookmen and students of history one of the most gratifying of the permanent memorials of Canada's recent Cartier celebration is the *Bibliography of Canadians*, issued in 1935 by the Toronto Public Library. Through that publication the Toronto Library has established itself as a learned institution in the minds of many to whom, before, it was only a name, for this bibliography is not a list of titles gathered from many sources by the Library, but a catalog of its own possessions in the field in question, compiled in the scholarly tradition. It is "a record," writes Mr. George H. Locke, in his Introduction, "of the significant items we possess in the Public Reference Library concerning the events in connection with Canada from the voyage of Cartier to the . . . emergence of Canada as a nation in 1867." One may venture the belief that neither Mr. Locke nor any member of his staff realized at the beginning of their undertaking that this record of possessions was to run to 4,646 entries of books of French, English, and American origin.

There is a sense of sweep to Canadian history that finds reflection in its printed records. The explorations that began with Cartier on the Atlantic and, after centuries of penetration—by Jesuit, Franciscan, *coureur de bois*, the Hudson Bay Company, farmer, and miner—culminated with the nineteenth-century settlement of the Pacific provinces, make an epical tale of effort and strongly held purpose which thrills every sensitive spirit that undertakes the study of its literature. The wars of the French with Indians and English, the failure of their plans of empire, the later development by the English of a country of mixed race and tradition, and the subsequent growth of a Canadian national spirit form a picture of recognized significance in the history of the modern world. The literary record of this varied life and activity has monuments of a character that make a genuine bibliography of it a vital thing.

From Mr. Locke's modest Introduction we learn that we have to thank several persons for this notable work: his predecessor in the librarianship, Dr. James Bain, who began the collecting of the books upon which the bibliography is based; Miss Frances Staton, who has had the collection in charge for many years; and Miss Marie Tremaine, who compiled the bibliography. In her "Plan of the book" Miss Tremaine expresses thanks to Miss Gertrude Boyle for the special collations made by her for each volume. Of Miss Tremaine's part of the work—the selection, arrangement, and editing of material—more needs to be said, for it is the editing of the individual titles which gives the book before us its scholarly distinction.

The plan of the book is chronological, with an author and title Index at the end. The titles are full, and the collations of the simplest; format, before the nineteenth century, is expressed by the fold of the sheet. Here is "a plan

of bibliography," to quote again from Mr. Locke, "whereby the wayfaring man, the free-lance journalist, and the scholar doing research work may have their wants supplied from the same well at varying depths." Following all but the least significant of the many entries are concise notes in which Miss Tremaine has compressed a great store of bibliographical and historical information acquired through her own observation or from the wide consultation of sources which she cites in her references. The notes are mainly descriptive of book or contents; the editor's additional observations are pertinent and relate the book discussed to the literature of which it forms a part, thus setting up the nexus of thought which distinguishes a bibliography from a catalog. The work has been done with reticence and with the professional knowledge and skill that the project deserved.

LAWRENCE C. WROTH

*John Carter Brown Library  
Providence, Rhode Island*

---

*A check-list and finding-list of Charleston periodicals, 1732-1864.* By WILLIAM STANLEY HOOLE. ("Duke University publications.") Durham, N.C.: Duke University Press, 1936. Pp. xi+84.

Almost one-tenth of the total number of periodicals in the South before the Civil War were published in Charleston, South Carolina. Dr. Hoole has made a study of them and in this volume presents his findings. Newspapers are excluded, but where there was room for doubt the publication is included. Eighty-two publications pass in review. Of this number three are more newspaper, perhaps, than magazine; nine almost certainly, he thinks, never got beyond the prospectus stage.

Of the seventy magazines actually published between 1795 and 1864 . . . only three were begun before 1800; twenty-two were begun, 1800-1829; twelve, 1830-1839; nineteen, 1840-1849; ten, 1850-1859; and four, 1860-1864. Thirty-eight of these seventy published magazines were devoted to literature and the arts; nineteen to religion; four to medicine; two to historical societies; and one each to agriculture, temperance, Masonry, commerce, politics, chess, and insurance [Introduction, p. 4].

Only one was edited by a woman—Caroline Gilman's *The southern rose*, 1832-39. Its span of life compares favorably with that of the other Charleston literary magazines.

For each periodical Dr. Hoole gives the correct title, the variants in title with the numbers or volumes belonging to each, and the popular title, if any. He names the editor or editors, indicating the numbers or volumes supervised by each. The printers are named and their work is allocated in the same way. The frequency of publication—weekly, monthly, quarterly—the format with number of pages, the price, the contents—essays, criticisms, reviews, learned articles—and, finally, the duration of each periodical are carefully recorded.

Dr. Hoole has engaged in a quest to ascertain what remains at the present time of these seventy periodicals. Many librarians were interviewed by

letter. Over seventy libraries share in the holdings reported. The holdings of each library are recorded in detail, whether odd numbers or complete volumes. Holdings recorded in the *Union list of serials* and its two supplements are referred to in every instance, but are not repeated.

The book has a brief Foreword by Dr. Jay B. Hubbell of Duke University. The compiler supplies an Introduction and rounds out the volume with a list of references and a good Index. It is printed on good paper on which one can write with pen, and the margins are wide. It is a model of what a work of this kind ought to be.

E. W. WINKLER

University of Texas

---

*Bibliographies of twelve Victorian authors.* Compiled by THEODORE G. EHRSAM and ROBERT H. DEILY, under the direction of ROBERT M. SMITH. New York: H. W. Wilson, 1936. Pp. 362. \$4.00.

An immense amount of work has gone into the preparation of the bibliographies in this volume, both in the assembling of the material and in the checking of the references. It is of special value to students of the authors listed and to librarians assisting such students; it is distinctly a scholarly book. The arrangement of the material shows unmistakably the presence of a trained librarian on the staff of editors; Mr. Robert H. Deily is librarian at Wagner Memorial Lutheran College, New York.

There are three separate lists for each author: (1) a chronological outline of the chief writings in their first editions; (2) bibliographical material under names of editors, with complete information about publication; and (3) the biographical and critical material found in books and periodicals, with reviews of the author's separate works listed under the titles, which in turn are alphabetically placed under the author's name entry. This plan is clear, easy to use, and consistent with library practice. The compilation is recent and comprises all available material in English and in other languages using the Roman alphabet; it is complete up to July, 1934.

No reasons are given for the choice of the twelve authors treated. Only Kipling was living at the time of compilation and he has died since. The twelve are: Matthew Arnold, Elizabeth Barrett Browning, Arthur Hugh Clough, Edward Fitzgerald, Thomas Hardy, Rudyard Kipling, William Morris, Christina Georgina Rossetti, Dante Gabriel Rossetti, Robert Louis Stevenson, Algernon Charles Swinburne, and Alfred, Lord Tennyson. One wonders at once concerning the omission of at least two others—Robert Browning and William Wordsworth. In spite of the fact that Robert Browning has been rather well covered by Baylor University and Professor A. J. Armstrong, the close interlocking with references to his wife's writings would seem to make desirable the inclusion of a bibliography of his work with that of Elizabeth Barrett. De Quincey, Keats, Coleridge, and Newman come to mind as others that might have been included.

At the beginning of the book is a "List of publications abbreviated"; this might well be supplemented by the list of publications whose titles are given in full in the bibliography, such as *Book reviews*, *Southern review*, *Nation*, *Dublin University magazine*, *Critic*, *Dial*, and many others. The editors claim that more than two hundred sources are included, some of them being unpublished theses and dissertations, several of them the book-review sections of important newspapers, like the *London times*, the *Boston transcript*, the *New York herald-tribune*, and the *New York times*. A score of German, French, and Italian publications are in the list.

The two-column arrangement on the page, the style of type for entries, the approved use of parentheses and brackets, the quality of the paper, and the size of the book are all points for commendation. The book ought to have extensive use in libraries, certainly in all colleges and universities.

KARL O. THOMPSON

*Case School of Applied Science*

*American literary annuals & gift books, 1825-1865.* By RALPH THOMPSON. New York: H. W. Wilson, 1936. Pp. [8]+183. \$2.25.

In the Preface Mr. Thompson states that his aim in writing this volume is to explain the origin and character of American literary annuals and gift books and to present an annotated catalog of these collections of refined and elegant prose and poetry, interspersed with fitting illustrations. This purpose he has accomplished to our complete satisfaction.

Almost every history of American literature and of American social life during the first half of the nineteenth century makes some mention of literary annuals and gift books. They flourished by catering to the popular feeling for sentimentality in literature and art, yet in them appeared specimens of the work of some of the best contemporary writers, painters, and engravers. They reveal too much of the literary and social aspects of the period to be ignored.

Mr. Thompson graphically describes the physical appearance of these "Keepsakes," "Memorials," "Pearls," "Roses," etc.:

Bindings were ordinarily of leather, stamped or embossed—occasionally of paper, silk, or velvet. As a special attraction about 1850 varnished papier-maché, inlaid with irregular bits of mother-of-pearl, was used. Common were decorative end-papers and a presentation plate which might be inscribed with the donor's name and his sentiments toward the recipient. Steel, copper, or wood engravings—occasionally lithographs—illustrated the text, or served as pegs on which to hang the text. Press-work, paper, and type varied with the purse of the publisher and the market contemplated, but in the main American gift books were by far the finest books the country had produced [p. 8].

And the author gives the literary and artistic value—and lack of value—of these publications at much greater length with no detail omitted.

After describing literary annuals and gift books as a class (the two terms are used interchangeably), Mr. Thompson devotes a chapter to each of the following individual gifts: (1) the *Atlantic souvenir*, the first American gift

book, published in December, 1825, in Philadelphia, by Carey and Lea; (2) the *Talisman*, for 1828, 1829, and 1830, published in New York by Elam Bliss—one of the best of the American gift books; (3) the *Token*, a Boston publication of S. G. Goodrich, which ran for fifteen years beginning in 1827, and although not so ornate as some of the other gift books, one of the best as to literary content; (4) the *Gift*, for 1836-45, published in Philadelphia by E. L. Carey and A. Hart, especially worthy of mention for its illustrations; (5) the *Diadem*, for 1845, 1846, and 1847, by Carey and Hart, which contains unpublished new material and a large proportion of translations from the German; (6) the *Liberty bell*, 1839-58, published in Boston for the Massachusetts antislavery fair—later bazaar—chief of the American antislavery gift books.

In addition to the account of these six major gift books, another chapter is devoted to six representative minor American literary annuals. The authorship of each contribution included in these twelve annuals, so far as Mr. Thompson was able definitely to assign it, is an added feature of the description.

This volume may also be considered as an addition to the history of American book publishing, as it gives considerable information about several American firms which published gift books: Henry C. Carey and Isaac Lea, Edward L. Carey and Abraham Hart, and Samuel Griswold Goodrich, in particular. The size of editions, cost of literary matter, illustration and binding, the profits, and some of the questionable practices in presenting spurious and duplicate issues are discussed at some length.

The late Mr. F. W. Faxon, in his *Literary annuals and gift-books: A bibliography with a descriptive Introduction* (Boston, 1912), includes two thousand volumes of English and American annuals, most of which he had seen. Mr. Thompson's "Catalog," restricted to American annuals and gift books, lists 855 volumes. He omits many items which he does not consider within the limits of this classification, but adds more than one hundred volumes which had previously been overlooked. The descriptive notes for each title and the listing of spurious and duplicate issues as such are valuable features of the "Catalog," which runs to sixty pages.

Collation is not attempted—perhaps an impossible task—but a statement as to the presence or lack of a frontispiece and the number of plates would be helpful in passing upon the completeness of some copy under examination.

There are copious footnotes throughout the text, giving additional information and sources of authority for statements made. A very complete Index, analyzing the subject matter as well as listing every author and title mentioned in the text, adds much to the usefulness of this volume, which so well depicts the popularity and decline of the gift-book fad.

ELLA M. HYMANS

General Library  
University of Michigan

*Byways in bookland.* By JAMES WESTFALL THOMPSON. Berkeley: Book Arts Club of the University of California, 1935. Pp. [viii]+202+[i]. \$2.50.

Dr. Thompson, long noted for his valuable studies in history, is a true bookman and writes charmingly of some fascinating byways among books. Librarians will find profit as well as pleasure in the first essay, "The importance of libraries in the preservation of culture," for here Dr. Thompson's extensive knowledge of the medieval world brings to light half-forgotten names of book-lovers, librarians, and booksellers, whose love of books prompted them to collect and preserve them for the use of future scholars. Surely the man who saves books from destruction by carefully housing them deserves credit as a servitor to the runner who hands on the torch.

Two of these essays display Dr. Thompson's ability as a literary sleuth, for he has traced the sources of one of Tennyson's and one of Kipling's best-known poems. One source he found in the *cause célèbre* of a well-known English peer, the other in an acrimonious epistolary battle which was waged in the dignified pages of the *Athenaeum* in 1890.

Of the ten essays making up this volume, six are reprinted from magazines dated from 1906 to 1930. The other four, two of which were originally addresses, appear in print for the first time.

The Book Arts Club of the University of California and Mr. Samuel T. Farquhar, the printer of that university, deserve credit for a very attractive volume in a format well suited to the quiet dignity of Dr. Thompson's style.

GILBERT H. DOANE

*University of Nebraska*

## BOOK NOTES

*Bibliography and pseudo-bibliography.* By A. EDWARD NEWTON. ("The A. S. W. Rosenbach Fellowship in Bibliography.") Philadelphia: University of Pennsylvania Press, 1936. Pp. [vii]+116. \$2.00.

In this fifth publication made possible by the Rosenbach Fellowship in Bibliography, Mr. Newton carries on in the manner of Christopher Morley's *Ex libris carissimis*. In addition to the lecture bearing the title of the publication, there is one on "Book catalogues" and one on "Essays and essayists," and all make diverting reading, replete with anecdote and apt quotation. In the technical sense of bibliography, however, their value is slight.

*A brief history of the Wellesley College Library.* By ETHEL DANE ROBERTS. Wellesley, Mass.: Wellesley College Library, 1936. Pp. 46.

Only a short while ago it could reasonably have been asserted that "libraries so careful in the preservation of all other materials only too frequently have failed to organize and preserve their own library records." Increasing evidence of interest in American library history is furnished by the present study based on the minutes of the library committee and on the reports of the college president and other administrative officers.

Within the comparatively short span of sixty years, the Wellesley College Library has experienced almost all of the incidents of college-library history: bequests; a fire; new buildings; gas, lamp, and electric lighting; debates over the suitability of certain accessions; codes and revisions regulating student use; and reclassification. The last was undertaken in 1883 under the personal supervision of Melvil Dewey.

All these events Miss Roberts has reported faithfully, and the pamphlet should contribute greatly to the writing of American college-library history since 1800.

*Educational film catalog: A classified list of 1175 non-theatrical films with a separate title and subject index.* Compiled by DOROTHY E. COOK and EVA COTTER RAHBECK-SMITH. New York: H. W. Wilson, 1936. Pp. xi+[i]+134. \$2.00; with quarterly supplements for two years, \$4.00.

The *Educational film catalog* is undoubtedly a helpful guide for visual-education directors and educators interested in utilizing this effective teaching tool—the educational motion picture.

In the preparation of this catalog great care has been exercised to include films covering a wide range of subject matter. Not so much importance has been attached to the selection of films that meet educational requirements. However, the full descriptive information supplied for each subject will enable the user to distinguish between industrial films and those prepared expressly for instructional purposes.

*Index to short stories. Second supplement.* Compiled by INA TEN EYCK FIRKINS. New York: H. W. Wilson, 1936. Pp. ix+[i]+287. Sold on service basis.

According to its Preface this volume adds 9,630 stories by 2,062 authors to those already listed in the *Index to short stories* (1923) and the *Supplement* (1929). It indexes 490 collections of short stories of which 124 are collections by several authors. It is a valuable reference book, for it makes accessible the stories contained in collections which are not usually analyzed in a library catalog.



*International bibliography of historical sciences: Sixth year, 1931.* Edited for the INTERNATIONAL COMMITTEE OF HISTORICAL SCIENCES. New York: H. W. Wilson, 1936. Pp. xxxv+529.

With this volume the bibliographical commission of the International Committee of Historical Sciences fills the last gap in its annual series, which began with the volume for 1926, when it was founded, and now covers the period to 1933 inclusive. The volume for 1934 is in press, and Professor T. H. Baxter's Preface to the present volume indicates that 1935 will soon follow. This volume contains 6,235 entries under eighteen headings and numerous subheadings, varying chronologically from paleolithic times to 1931, geographically from China to Peru, and functionally from linguistics to banking. They include practically every book of serious historical import that appeared in 1931 in a European language and the more important articles of literally thousands of periodicals. Consultation is made easy by two indexes covering ninety-nine pages, one by persons and the other by places. Criticism would be equally easy and unjust: in a selective task of this nature there is no pleasing everyone. All that can fairly be said is that it is hard to see how any other group of men could have done better.

*Specimens of reading lists.* Selected, arranged, and described by F. K. W. DRURY. New York: H. W. Wilson, 1936. Pp. unnumbered. \$0.60.

This pamphlet has been designed to present within a brief compass various types of reading lists in use in many libraries. It should be useful to an institution planning to issue a reading list of its own—not for titles to be included, but for form of presentation. There are samples to illustrate form of reproduction, size of list, grouping, order of entries, type of entry, varieties of type face, and annotations.

## EDUCATION FOR LIBRARIANSHIP

1887-1937

*WITH this issue of the LIBRARY QUARTERLY the editors formally recognize the fiftieth anniversary of library training in America. Starting somewhat precariously in 1887, in the school organized at Columbia University by Melvil Dewey, training for library work has grown and flourished until in 1937 it occupies a highly significant position in the economy of librarianship.*

*The road has been anything but easy. Time and again there have been criticisms of the most caustic sort; evaluations emphasizing frailties and deficiencies; accusations and recriminations. Nevertheless, there has been a constant striving on the part of the schools to improve the curriculum and the methods of teaching, to scrutinize prospective librarians ever more closely, to strengthen the library profession with workers of potentially high caliber. Rare, indeed, is the skeptic who would deny that the story of library training is essentially one of continual progress.*

*The theme of this issue of the LIBRARY QUARTERLY is Education for Librarianship in Europe and America. Two articles deal with training in Europe, and American contributions through training to European library development; a third attempts a revaluation of American library schools thirteen years after the notable Williamson report of 1923; and a fourth considers advanced or graduate study in librarianship.*



